DOCUMENT RESUME

ED 248 008 PS 014 432

TITLE Early Childhood Institute Proceedings (2nd, Tifton, Georgia, September 17, 1983).
INSTITUTION Georgia Univ., Athens. Cooperative Extension Service.
PUB DATE 17 Sep 83
NOTE 92p.; For earlier proceedings, see ED 241 141.
AVAILABLE FROM Childhood Institute/RDC, P.O. Box 1209, Tifton, GA 31793 ($5.00).
PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Art Activities; Child Abuse; Costs; Disabilities; *Early Childhood Education; Educational Facilities Design; Grade 1; Grade 2; Grade 3; Kindergarten Children; *Learning Activities; *Management Development; Movement Education; Parent Participation; Playgrounds; Preschool Children; Resource Materials; *Teacher Developed Materials; Teacher Evaluation
IDENTIFIERS Autumn; Developmental Patterns; Georgia; Mathematics Readiness; Menu Planning

ABSTRACT

After listing the conference schedule, planning committee, program speakers and presiders, this document reprints materials related to 11 conference workshops and an exhibit on creating teacher-made preschool materials. The keynote address is summarized in the form of short restatements of child development principles. Materials from the workshops include (1) learning activities for teaching 3- to 8-year-olds concepts about autumn; (2) a discussion of how to plan and construct playgrounds using donated materials and parent labor; (3) an outline on the causes and identification of handicapping conditions of children; (4) information on the identification and reporting of child abuse and neglect; (5) examples of good and bad ways to organize art activities for early childhood; (6) math readiness activities for preschoolers; (7) a discussion of management styles and theories commonly used in supervising school staff; (8) guidelines for planning menus for preschools; (9) a form used for preschool teacher evaluation; and (10) a summary of the benefits of using musical movements to help teach 3- to 9-year-olds concepts and skills from the school curriculum. (CB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED248008

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SECOND ANNUAL EARLY CHILDHOOD INSTITUTE

INSTITUTE PROCEEDINGS

SATURDAY — SEPTEMBER 17, 1983

RURAL DEVELOPMENT CENTER TIFTON, GEORGIA

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Melba G. Cooper

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SPONSORED BY:

COOPERATIVE EXTENSION SERVICE

In cooperation with:

- **Georgia Department of Education**
  - **Early Childhood and Middle Grades Education**
  - **Vocational Home Economics**
  - **Postsecondary Division of Vocational Education**
- **Georgia Department of Human Resources**
  - **Child Care Licensing Section**
- **Georgia Association on Young Children**
- **Georgia Preschool Association**
- **Southern States Office of Save the Children**
- **Council for Children**
- **Georgia Home Economics Association**

PS 014432

COOPERATIVE EXTENSION SERVICE

university of georgia college of agriculture

THE UNIVERSITY OF GEORGIA, THE U.S. DEPARTMENT OF AGRICULTURE AND COUNTIES OF THE STATE COOPERATING

Welcome . . .

. . . to the SECOND ANNUAL EARLY CHILDHOOD INSTITUTE! The program planning committee, cooperating professional agencies, guest speakers and exhibitors have combined their efforts and resources to make this Institute an exceptional, educational and professional event.

We hope you will have an informative and enjoyable day and will find these proceedings useful, both now and later, in your work as an early childhood educator.

Melba G. Cooper

Melba G. Cooper
Institute Chairman
Conference Coordinator
Rural Development Center

Note: Please make plans now to attend the THIRD ANNUAL EARLY CHILDHOOD INSTITUTE on Saturday, September 15, 1984.

The Cooperative Extension Service offers educational programs, assistance and materials to all people without regard to race, color or national origin.
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION ORGANIZATION

SECOND ANNUAL EARLY CHILDHOOD INSTITUTE

Table of Contents

	Page
Conference Schedule	1
Planning Committee	4
Program Speakers	5
Presiders	6
Something Out of Nothing	7
Keynote Address	11
Fall Follies: Learning Activities	17
Play and Playground Design and Safety	25
Causes and Identification of Handicapping Conditions	35
Child Abuse and Neglect	41
Art for Early Childhood	51
Math Readiness Activities for Ages 3-5	55
Bringing Out the Best in Your Staff	61
Creative Food Experiences for Children	73
Management and Administration of Child Care Facilities, Parts I and II	84
Musical Movement for Learning (Ages 3-9)	89

SECOND ANNUAL EARLY CHILDHOOD INSTITUTE

CONFERENCE SCHEDULE

Presider: Ed White

7:30 a.m. REGISTRATION (Lobby)
EXHIBITS and REFRESHMENTS (Expo Area)

All Day LEARNING AIDS DISPLAY: SOMETHING OUT OF NOTHING
Marilyn Atyeo and Anna P. Uhde

8:45 a.m. OPENING SESSION - Ed White

9:00 a.m. KEYNOTE ADDRESS - Don Rapp

- -

10:00 a.m. - 11:15 a.m. SESSION I

Workshop	Location
Fall Follies: Learning Activities (Ages 3-8 Presider: Linda Pruitt Speaker: Patricia Wilkerson	Auditorium
Management and Administration of Child Care Facilities, Part 1 Presider: Fan Brooke Speaker: Bill Thomas	Room 1
Play and Playground Design and Safety Presider: Linda Brewer Speaker: Sue & Tom Miller	Rooms 2 & 3
Causes and Identification of Handicapping Conditions (Ages 0-5) Presider: Jane Gibbs Speaker: Wendy Hayek	Rooms 4 & 5
Child Abuse and Neglect Presider: Merlyn Harris Speakers: Rodney Griffin Alice Jarnagin	Rooms 6 & 7

11:30 a.m.-
12:30 p.m.

SESSION II

Workshop	Location
Fall Follies: Learning Activities (Ages 3-8) Presider: Betty White Speaker: Patricia Wilkerson	Auditorium
Management and Administration of Child Care Facilities, Part II Presider: Annette Googe Speaker: Bill Thomas	Room 1
Play and Playground Design and Safety Presider: Diane Statham Speaker: Sue & Tom Miller	Rooms 2 & 3
Art for Early Childhood (Preschool-Age 3) Presider: Jane Gibbs Speaker: Gene Harper	Rooms 4 & 5
Math Readiness Activities for Ages 3-5 Presider: Patricia Trask Speaker: Susan Beger	Rooms 6 & 7

12:30 p.m. LUNCH and EXHIBITS — Expo Area

1:30 p.m.-
2:45 p.m.

SESSION III

Workshop	Location
Musical Movement for Learning (Ages 3-9) Presider: Linda Pruitt Speaker: Juanita Shippey	Auditorium
Bringing Out the Best in Your Staff Presider: Linda Brewer Speaker: Bill Thomas	Room 1
Creative Food Experiences for Children Presider: Diane Statham Speaker: Ruth Gordon	Rooms 2 & 3
Child Abuse and Neglect Presider: Betty White Speakers: Rodney Griffin Alice Jarnagin	Rooms 4 & 5

Math Readiness Activities for Ages 3-5 — Rooms 6 & 7

Presider: Annette Googe
Speaker: Susan Beger

3:00 p.m.	GENERAL SESSION Speaker: Don Rapp	Auditorium
3:30 p.m.	SUMMARY and EVALUATION	
3:45 p.m.	CERTIFICATE AWARDS	
4:00 p.m.- 5:00 p.m.	EXHIBITS	Expo Area

PLANNING COMMITTEE

DON BOWER
Extension Home Economist
Human Development
Cooperative Extension Service

LINDA BREWER
Regional Director
Child Care Licensing Section
Department of Human Resources

FAN BROOKE
Assistant Professor and Director
McPhaul Child & Family Development Center
University of Georgia

*MELBA COOPER
Conference Coordinator
Rural Development Center
Cooperative Extension Service

JANE GIBBS
Vocational Home Economics Teacher
Occupational Child Care
Colquitt County School System

ANNETTE GOOGE
Standards Surveyor
Child Care Licensing Section
Department of Human Resources

MERLYN HARRIS
Curriculum Director
Grades K-4
Tift County School System

LINDA PRUITT
Consultant
Early Childhood & Middle Grades
State Department of Education

DIANE STATHAM
Southwest District Agent
Home Economics
Cooperative Extension Service

ANNA UHDE
President
Georgia Association on Young Children

BETTY WHITE
Regional Consultant
Early Childhood, K-4
State Department of Education

*Institute Chairman

PROGRAM SPEAKERS

MARILYN ATYEO
Kindergarten Teacher and Consultant
Clark County School System

SUSAN BEGER
Director
Koinonia Child Development Center

BILL THOMAS
Extension Marketing Economist
Cooperative Extension Service

RUTH GORDON
Nutrition Education Specialist
Georgia Board of Education

RODNEY GRIFFIN
Tift County Director
Family & Children Services

GENE HARPER
Coordinator of Fine Arts
Thomas County School System

WENDY HAYEK
Educational Specialist
Multi-Handicapped and Early Childhood

ALICE JARNAGIN
Case Worker Supervisor, Tift County
Family & Children Services

SUE MILLER
Early Childhood Education Teacher
Valwood School

CHARLES (TOM) MILLER
Architect
Ellis, Ricket & Associates

DON RAPP
Professor and Child Developmentalist
Florida State University

JUANITA SHIPPEY
Educational Consultant

ANNA UHDE
K-1 Combination Teacher and Consultant
Clark County School System

ED WHITE
Director
Rural Development Center
Cooperative Extension Service

PATRICIA WILKERSON
Kindergarten Teacher and Consultant
Randolph County School System

PRESIDERS

LINDA BREWER
Regional Director
Child Care Lic. Section
Dept. of Human Resources

FAN BROOKE
Asst. Prof. and Director
McPhaul Child & Family
Development Center
The University of Georgia

JANE GIBBS
Voc. Home Ec. Teacher
Occupational Child Care
Colquitt Co. School System

ANNETTE GOOGE
Standards Surveyor
Child Care Lic. Section
Dept. of Human Resources

MERLYN HARRIS
Curriculum Dir., Grades K-4
Tift County School System

LINDA PRUITT
Consultant
Early Childhood & Middle
Grades
State Dept. of Education

DIANE STATHAM
Southwest District Agent
Home Economics
Cooperative Ext. Service

PATRICIA TRASK
Standards Surveyor, Prin.
Child Care Lic. Section
Dept. of Human Resources

ANNA UHDE
President
Georgia Association of
Young Children

BETTY WHITE
Regional Consultant
Early Childhood Educ., K-4
Georgia Dept. of Education

ED WHITE
Director
Rural Development Center
Cooperative Ext. Service

SOMETHING OUT OF NOTHING: TEACHING MATERIALS

by

Marilyn Atyeo
Kindergarten Teacher
and Consultant
Clark County Public Schools

Anna P. Uhde
K-1 Kindergarten Teacher
Alps Road Elementary School
Clark County Public Schools

Cooperative Extension Service/Rural Development Center

Teachers of young children are very aware of the importance of a stimulating learning environment in preschool or kindergarten settings. For this each room needs to have several learning or play areas with a wide assortment of supplies and materials. Thus, the varied interests and learning styles of many children can be matched and adequate choices are available to add spice and challenge for each child as he develops skills and progresses through increasingly difficult comprehension levels.

It would be a wonderful fairyland if a teacher could find a room with all the needed equipment, furniture and hands-on supplies. Then teachers would manage and facilitate usage of these to insure maximum learning. Alas, this ideal situation is a myth! In fact, it is common for a teacher entering a new situation prior to the start of school to find a barren room. Even teachers fortunate enough to enter classrooms previously used for preschool are likely to note the needs of mending, replacement and additions.

Despair felt by the teacher who knows that somehow these materials must be provided can be compounded. One factor is that principals are not fairy godmothers or wizards. Administrators cannot wave magic wands to increase school budgets! Also, teachers are not superpersons. Even if gifted in creative skills and artistic know-how, constructing games and aids requires a great deal of time and some money.

Situations which appear bleak can be changed and the end result will be a positive learning atmosphere as well as adequate materials. To make this happen, it is necessary to plan, organize the collection of construction items and, most importantly, inspire others to assist.

PLANNING

Define learning centers to be present in the room or playground. Identify materials that must be purchased and those that can be made or solicited from interested persons.

For purchased materials, list in priority, give sources and indicate estimated costs of each. A short explanation as to priority position for each item may be advisable.

Decide which games and activities can be constructed, then consider the raw materials necessary. To facilitate immediate construction, low cost items such as poster board, paints, markers, glue, felt and scissors should be requested before school commences.

Free or inexpensive materials can be located in homes and businesses in the community. It is worthwhile to notate how each of the freebies will be useful for active learning in the classroom. Business personnel and parents are sometimes amused and amazed at the educational possibilities and are much more apt to provide resources if they understand its use.

COLLECTION AND MATERIALS

Teachers are busy and have limited free time for searching and shopping. An answer is to collect materials in an organized fashion. Teachers who wish to participate in the construction and collection of materials can each assume specific collection assignments, e.t., pizza discs, boxes, cloth, etc.

Another resource will be the children. They are natural scavengers and, if involved in collecting, will feel a sense of ownership in the completed games and aids. Searching and collecting can provide excellent opportunities for them to increase their number and classificatory skills. Assign "home searches" throughout the school year as it could be frustrating for them to collect several items at one time.

Parents want to assure that their child has optimum school experiences and will probably be pleased if they can be of assistance in collecting materials. Early in the school year send them a list of items often found in the home

which will be useful in construction of games and learning aids. Be sure to set a date for delivery of the first collection and request that the list be saved for later reference.

CREATING GAMES AND LEARNING AIDS

Request that at least one teacher preplanning day be devoted to the construction of learning aids. At that time have needed equipment (projectors, laminator, sewing machine, paper cutter, etc.), as well as construction materials ready for use. Be sure to have the directions for construction as well as picture or model on display.

Even with several hours of work time and many helping hands it will be possible to complete only a few of the needed items in one session. Shelve the models, directions and all construction materials so they are easily accessible for teachers and volunteers during the school year.

Set up at least two after school sorting sessions and invite parents to attend. At the first meeting, sort and make ready for use by placing in labeled containers such items as buttons, plastic caps, keys, rocks and shells. Prior to the second sorting session collect magazines, calendars, catalogs, advertising fliers and old workbooks. Label file folders or boxes with themes to be included in the curriculum. At the sorting session cut out then file those pictures which are appropriate for young children. Pictures will then be ready for instant use for both teachers and children.

ALAKAZOO, ALAKAZAM, SOMETHING MADE OUT OF NOTHING!

Nothings	Teaching Material Creations
Tennis cans	Candles for jumping, sorting containers, naming games ...
Pizza cardboard discs	Game boards, puppets, classroom assignment board, sorting, number and alphabet games ...
Six pack carriers	Classroom storage and carrier, play tool kit, classification games ...
Old socks	Puppets, feely guessing games ...
Coffee cans, orange juice cans, plastic butter or	Rhythm band instruments, telephone, target for bean

ice cream containers, cardboard cylinders	bags and balls, puppets, crafts, sorting, storage ...
Cereal boxes, meat, fruit and T.V. trays, berry baskets	Dramatic play, rhythm band, alphabet, rhyming, initial sound, and number games, puppets, zoo cages, doll house furniture, garages for matchbox cars, craft and art projects ...
Pellon, felt, fabric and art foam	Puppets, texture classification, flannel board pieces, bean bags, doll clothes, art and crafts ...
"Leggs" containers	Sound and what's inside guessing games, puppet heads, storage ...
Egg cartons	Scissor holder, counting and sorting activities, crafts ...
1 cup milk cartons	Blocks, puppets, toy town props, doll house furniture, sorting ...
2 qt. plastic milk jugs	Bean bag or wiffle ball catcher, sand box, storage ...
Catalogs, adv. fliers, calendars, magazine pictures, old workbooks, etc.	Discussions, puzzles, classification, book covers, pasting activities, rhyming-naming books ...
Empty detergent bottles, roll-on deodorant bottles	Painting, size sorting ...
Clothes hangers	Book stand, game paddle, drying hanger ...
Hats, ties, scarves, coats, blouses, shirts, petticoats, lace curtains, purses, etc.	Dramatic play, painting smocks, props for storytelling ...
"Junk" jewelry, keys, bottle caps, plastic lids, buttons, rocks, shells, etc.	Counting, serialization, pattern, measurement, sorting, and crafts ...

KEYNOTE ADDRESS

by

Dr. Don Rapp
Professor and Child Developmentalist
Florida State University

Cooperative Extension Service/Rural Development Center

The purpose of proceedings is to better know the mind of the speaker. Often proceedings record the speaker's speech, and reproduce it in written form. This is good because the audience hears the speech once and can then check out their ears through their eyes for the second listening.

In the fall of 1983, I shall teach a graduate course I have never taught before; a course that I have been wanting to teach for some time. Its title is CREATIVITY AND HUMAN DEVELOPMENT. With that said, it behooves me to at least try to be as creative as possible in the formulation of my written contribution to these proceedings.

The following are some Child Development principles which I have written over the years. Some are cryptic, and some have double meanings. Different ones will be provocative to different people.

Some people will read them straight through looking for the plot (no plot). Others won't find any meaning in the whole lot. Others will tire quickly and then smile knowingly; but, they will not know why they are smiling or why they stopped reading (and thinking). Still others will literally play with my thoughts, enjoying the ideas and gently come to new and higher levels of Child Development understanding. This is serious business that becomes more useful the more we mentally play with it.

After reading my thoughts in these succinct forms, you

will know me better; and in knowing me, you will find little parts of yourself that have been hiding. (Hide and Seek is not a game that ends with childhood.)

Good luck in your mental play, your learning, and your life.

Don Rapp

PROVOCATIVE RESTATEMENTS OF CHILD DEVELOPMENT PRINCIPLES

Don Rapp

HUMAN POTENTIAL is
FAR, FAR ABOVE present demonstrable behavior.

Children's daily NUTRITIONAL AND HEALTH LEVELS, to no small degree, determine the quality of daily growth, especially BRAIN tissue.

CHILDREN'S BEHAVIOR,
like that of all living things . . . IS CAUSED.

THE OPTIMUM CRITICAL PERIOD
for the learning of any specific fact, concept, or habit can be DIFFERENT for each child.

If waste products from a living organism are seen as necessary for continued life, then NOISE, WIGGLES, AND THE UNEXPECTED are merely "waste products" of growth and LEARNING.

Each day a child should be with OLDER CHILDREN than himself, in order to see WHERE he is GOING. And each day he should be with YOUNGER CHILDREN than himself, in order to see WHERE he had BEEN.

The self-view a person has, is both from inside-out and outside-in. His quality of behavior corresponds to his own QUALITY OF SELF CONCEPT.

Children need ADULT RESPECT EVEN THOUGH they are imperfect, unfinished, and immature.

PROVOCATIVE RESTATEMENTS OF CHILD DEVELOPMENT PRINCIPLES

Every child's NORMAL GROWTH and development patterns, at some time, places the child in precarious OFF-BALANCE position which demands that every child be allowed theraputic consideration at ONE TIME OR ANOTHER.

EACH CHILD IS DISTINCT
and will grow and develop toward his HEALTHY OPTIMUM when treated as unique and individual from the beginning.

EVERYTHING TEACHES, like equipment, teachers, children and administrative procedure all show the way to LEARN OR WHY BOTHER.

LEARNING CAN COME from anyone,
from anyplace, at anytime.

COMMUNICATION with children is a TWO-WAY STREET.

The YOUNGER the child, the MORE HOME-PARENT INFLUENCE for good or nill.

To know any child, KNOW HIM EVERY WAY.

A child's school is everywhere.
He is LEARNING TO BE in his entire 24-hour day

Children learn MORE from RICH ENVIRONMENTS, where they feel free to open themselves, than where learning is crammed into frightened bodies and minds.

Classrooms that are QUIET, CLEAN & ORDERLY are especially good for principals, janitors & teachers.
In these situations, children LEARN, but NOT to be themselves.

THE CHILD, like the sea coast, WIGGLES because that's the way it is. To straighten the sea coast would alter nature and make it false.

THE TEACHING MOMENT for the YOUNG child is relatively MORE IMPORTANT than the teaching moment for the OLDER child.

PROVOCATIVE RESTATEMENTS OF CHILD DEVELOPMENT PRINCIPLES

SELF-CONCEPT is probably the one largest single element that has the power to help or hinder a child's OPTIMUM GROWTH and development.

PRAISE of DESIRED BEHAVIOR and the IGNORING of UNDESIRED BEHAVIOR has been shown to bring about remarkable behavioral change.

Conversation with children should leap from the EVENT TO FEELING and/or the event to RELATIONSHIP.

Children's LANGUAGE is often CODED.
Believe what's under the words.

RESPECTING a child's FEELINGS will net GREATER ACADEMIC AND GROWTH RESULTS than singular respect of the child's present scholastic ability.

SUCCESS BREEDS SUCCESS. Calculate it and you get successful children in behavior, self-concept, and the future.

The TEACHER is the most significant variable in the everywhere classroom. A teacher is EVERYTHING; the classroom is EVERYWHERE.

THE DOUBLE BIND gives children two or more contradictory messages. It produces cyclic or frozen thought and behavior, rather than urging bravery toward an unknown.

APPROPRIATE FREEDOM to grow . . . within the limits of safety, morality, and cultural direction, IS always BROADER THAN any one person can comprehend.

GOOD LEARNING has to do with atmospheres of HOPE rather than fear, feelings of ADVENTURE rather than sameness, and NEWNESS rather than custom.

LEARNING, which is FULLY EMBRACED by the child, is the most healthful learning.

MAN is a SOCIAL animal. In so being, the whole concept of individuality is born.

PROVOCATIVE RESTATEMENTS OF CHILD DEVELOPMENT PRINCIPLES

A child's MOTIVATION TO DO and to change his own behavior, grows best in a TRUSTING atmosphere, which RESPECTS the child's past in every RESPECT.

A child who must fight for his BASIC NEEDS during his developmental years will fight something, perhaps everything, the rest of HIS LIFE.

There needs to be times of MAXIMUM SENSORY STIMULATION; all appropriately varied from day to day, geared to the child's level, and designed to draw the child out of himself to feel the BASIC HUMANNESS of others.

Children need periods of PRIVACY for MEDITATION to integrate THEMSELVES to new learnings, and new learnings to THEMSELVES.

Just as we are made to SWEAT through every pore, we are also made to learn through every pore. POUR OUT the learning and it will POUR IN.

Our Earth is a THEATRE in the round. To face the whole world means more than just holding yourself together. It means to be a whole person--world unto your SELF.

THERE IS NO END TO BETTER.

You CAN'T do just one thing. Children best learn ways of thinking while DOing; thus, they perform naturally in never doing JUST ONE THING.

The FRONT sides of people are infinitely more interesting than their back sides. FACING UP to the world is our only curriculum.

If a TEACHER KNOWS EVERYTHING that's going on in the classroom . . . there's NOT ENOUGH going on!

NOTES

on

PROVOCATIVE RESTATEMENTS OF CHILD DEVELOPMENT PRINCIPLES

SECOND ANNUAL EARLY CHILDHOOD INSTITUTE

FALL FOLLIES: LEARNING ACTIVITIES (AGES 3-8)

by

Patricia Wilkerson
Kindergarten Teacher and Consultant
Randolph County School System

Cooperative Extension Service/Rural Development Center

Fall is a wonderful time of year. The temperature is becoming cooler, the leaves are changing colors, and falling. Many children are going to school for the first time in their lives. All this excitment is very conducive to learning. With little advanced planning a teacher can use this exciting time to enable children to learn and to love what they experience.

A teacher can develop a fall curriculum which will make her job easier and at the same time be exciting and fun for the children.

The first step in developing a fall unit is to establish the concepts the children should learn. One should be careful that the concepts are throughly covered and that they meet the children's needs.

Concepts for Fall

Teach the appreciation of the changes in nature that occur during the fall season such as:

A. The days become shorter and nights longer because the sun rises later and sets earlier.

B. The temperature gradually becomes cooler.

C. Most leaves change color. Evergreen trees remain green.

D. Some birds fly (migrate) south where they can find food more easily.

E. Some animals get ready to sleep (hibernate) during the winter by eating a lot of food and storing food in their homes.

F. Some foods ripen and are picked. This is call harvesting.

G. People wear heavier, warmer clothing such as sweaters and jackets.

H. Fall sports include football and soccer.

I. Special days that occur during the fall season are Columbus Day, Halloween, and Thanksgiving.

The fall season offers favorable opportunities to teach new word concepts and vocabulary. Remember kindergarten and first grade children cannot read at this time. They should only be expected to become familiar with the word and gain a concept of what the word means. A child's vocabulary will expand when exposed to new words through innovative learning experiences.

Vocabulary:

fall	season	pine cone
autumn	football	acorn
harvest	soccer	hibernate
change	sweater	migrate
colors	squirrel	apple
orange	cool	whole
red	temperature	half
yellow	tree	thermometer
brown	leaves	bird

Include in your fall unit activities that you would like children to experience in the learning centers. In the housekeeping center, set out sweaters, coats, and blankets for dolls to allow the children to act out the change in the weather. At Halloween, place masks, trick-or-treat bags, witch hats, and black cat ears for the children to dramatize trick-or-treating night. Thanksgiving is an excellent time to place an Indian headdress, a bow and arrow, and a peace pipe so that children can become Indians.

If you cannot find hats to place in the center, make your own construction paper hats and laminate them for longer use. The children will enjoy them even if they

are of paper.

During the fall unit place small plastic farm animals in the block center. Encourage the children to build shelters for the animals. At Thanksgiving, place a teepee in your block center and have the children take turns being the Indian chief.

The discovery center should have a place where the children can bring things in that tell us it's fall. Encourage the children to bring leaves, acorns, pine cones, and seeds to place in the center. Ask the children to group these items according to size, shape, and color. Be sure to place a magnifying glass in the center as the children will want to look at the items closely.

The art center should be set up to allow the children to draw and paint the beauty of fall as they perceive it, using their own feelings and concepts. Some topics for the children to draw or paint depicting fall include:

Raking fall leaves
Squirrels gathering nuts
Birds migrating south
Autumn leaves
Autumn harvest

Numerous art activities should be done during the fall unit. One activity that children enjoy doing is the hand print tree. Take a long sheet of butcher or freezer paper and fill pie pans with fall colors- red, yellow, and orange tempra paint. Have the children draw the trunk of the tree with brown crayons. Next, the children begin making leaves of the tree using the flat of their hands dipped in the pan of paint and pressed onto the paper. The hand prints make a beautiful fall tree to hang up for everyone to enjoy.

Fall is a perfect season for doing cooking experiments using apples. Apple cider, baked apples, apple sauce, and apple sandwiches are fun to make and eat! You may wish to have a tasting party. Cut red, green, and yellow apples into halves and then into fourths- then put the apples back together as a whole. The children will like tasting the different colored apples. You may wish to include some nuts, seeds, and pears in your tasting party.

Cotton candy marshmallows are delicious treats to do at fair time. Put a large marshmallow on a toothpick and hold over a hot plate until the marshmallow is soft.

When the marshmallow is ready, dip it into powdered kool-aid (using different flavors) and then the marshmallow is ready to eat and enjoy.

Music is an integral part of a fall curriculum. Music should stimulate the development of important concepts through singing, rhythms, and movement. Active songs allow the children to become physically involved with the celebration of the fall season.

Song About Fall:

"Gathering Acorns"

(Tune: Mulberry Bush)

Here we come gathering acorns, acorns, acorns.
Here we come gathering acorns,
On a fall day.

Verse Two: Substitute leaves for acorns.

Children enjoy active rhymes, poems, and fingerplays. Whenever possible, add action to the fingerplays, poems, and rhymes.

Poems and Fingerplays:

"Jump"

I like to rake the leaves
Into a great big lump.
Then I step back a little way
Bend both my knees and jump!

"Five Little Squirrels"

Five little squirrels sat up in a tree;
This little squirrel said, "What do I see?"
This little squirrel said, "I smell a gun!"
This little squirrel said, "Oh, let's run!"
This little squirrel said, "Let's hide in the shade!"
This little squirrel said, "I'm not afraid!"
Then bang went the gun! (Clap)
And away the squirrels ran, every one.

"Scarecrow"

Scarecrow, scarecrow, turn around.
Scarecrow, scarecrow, jump up and down.
Scarecrow, scarecrow, wink your eye.
Scarecrow, scarecrow, bend your knees.
Scarecrow, scarecrow, flop in the breeze.
Scarecrow, scarecrow, climb into bed.
Scarecrow, scarecrow, say your prayers.
Scarecrow, scarecrow, turn out the light.
Scarecrow, scarecrow, say good night.

"Two Little Leaves"

Here is a leaf, it is _____.
(yellow, red, orange, brown)
Here is a leaf that Johnnie found.
Put them together
... And then you'll have two,
One for me and one for you.
(Point to self... point to someone else.
Change color leaves each time you say
the poem.)

Children's Books For Fall:

Cole, Joan Wade. Fall for All. Oklahoma: Economy Company, 1977

Hubka, Betty. Where Is the Bear? Racine, Wisconsin: Golden Press, 1978

Kraus, Ruth. The Growing Story. New York: Harper and Row, Inc., 1947

Le Sieg, Theo. Ten Apples on Top. New York: Ramdom House, Inc., 1961

Zion, Gene. All Falling Down. New York: Harper and Row, Inc., 1951

REFERENCES

Flemming, Bonnie Mack. Resources for Creative Teaching in Early Childhood Education. New York, New York: Hartcourt, Brace,Jovanovich, Inc., 1977.

Hunt, Tamara and Nancy Renfro. Puppetry In Early Childhood Education. Austin, Texas: Nancy Renfro Studios, 1982.

Mayesky, Mary. Creative Activities for Young Children. Albany, New York: Delmar Publishers, 1980.

Wilmes, Liz and Dick. The Circle Time Book. Dundee, Illinois: A Building Blocks Publication, 1982.

NOTES

on

FALL FOLLIES: LEARNING ACTIVITIES (AGES 3-8)

SECOND ANNUAL EARLY CHILDHOOD INSTITUTE

PLAY AND PLAYGROUNDS

by

Sue Miller
Early Childhood Education
Teacher
Valwood School
Valdosta, Georgia

Charles (Tom) Miller
Architect
Ellis, Ricket & Associates
Valdosta, Georgia

Cooperative Extension Service/Rural Development Center

Playgrounds are almost as American as apple pie and dumplings. They range from sandlot ball fields and woodlot playhouses to the sophisticated commercial entertainment facilities like Disney World and Six Flags.

All of us enjoy visiting the commercial parks. The equipment in those facilities is designed to thrill and excite the user and to appeal to their emotions, but generally speaking we visit the commercial facilities only occasionally and we go specifically to be entertained. Obviously none of us will build an elaborate commercial type playground for our children, and neither do we need to. We can, however, design effecient play spaces for children's frequent use....places that stand the test of time and which allow children to use their own imaginations so that each day is fresh and vitalized with new ideas.

Designing

Just as the school program should be developed from a statement of purpose and philosophy, so should a playground design emerge from such an approach. Who will use the space? What do we want them to gain by using the space? How many children will there be at one time? What ages will use the playground? What physical capabilities or limitations will the children have? Is the equipment to be part of a physical education program or is it for free, unstructured use? Why do we want a playground anyway? What is the purpose of a playground? Of course even if the general purpose is creative, imaginative use by children, the equipment should enhance the physical development of the children and should be designed in accordance with their developmental needs.

CREATING PLAYGROUNDS

Assuming you've completed Step 1, the purpose of the playground, and Step 2, the population to use the space, you are ready to look at Step 3, the physical properties, the terrain, of the space to be used. Is the area flat? Are there hills? Where is the shade? What kind of trees are there? Where are the natural drain areas for run-off water? What's the natural surface covering? Remember, it is much easier to work with nature than to try to counteract the natural environment.

The next logical step is to determine the amount of money available and the kinds of materials available. There may be existing equipment which can be incorporated into the play space. Recycle as many materials as possible and make your dollars stretch as far as possible. Power poles, cable spools and tires are usually rather accessible. The book, EVERY CHILD A WINNER, published by the Georgia Department of Education, is an excellent resource book just full of low cost equipment. Sometimes the expense of purchasing materials and paying for labor can make homemade equipment more expensive than comparable commercially available equipment, so it behooves you to be a careful shopper!

In this fourth step you have now determined the pieces of equipment you wish to buy or to build. You've made sure there are some things which help children climb, balance, build agility, feel confident, and have a sense of power and control. You've planned for some things that use arm strength and others that use leg muscles; some equipment that encourages group play and some that allows for solidary play. Now that you know <u>what</u> you want, you must decide <u>where</u> to put it.

Step 5 is layout or overall design. The layout is simply the plan of where you place the equipment in the available space. Layout is especially important from a safety and from a discipline vantage point. For instance, ball fields should be placed to reduce the possibility of balls going into streets; swings should be situated out of the flow of traffic so children moving from place to place do not walk into them. Hard surfaces for riding toys or tricycles should be adjacent to storage of those toys and out of the general path. Slides or inclined balance poles should be aimed so the child who comes down quickly and tends to run at the end will have open space to do so. Sand toy storage should provide for water and sand drainage. For example, a hardware cloth bottom on the sand storage container allows sand to fall back into the sand area while a solid wooden bottom lets sand move from the sandbox to the storage box and stay there. It also is nice to include a quiet area in the shade for relaxing, reading, or just dreaming. A porch swing mounted on a backyard swing standard is always popular.

Checking your plan for safety is the sixth step in the process: fences where needed, clearance for running, soft surfaces (sand or bark) under climbing areas, clear and open pathways for movement, hazard-free jumping areas. Can all areas be supervised? Have you eliminated blind spots?

The final design step is to look at the aesthetic appeal. Will your playground look inviting? Will it beckon children to come? Do you have some grassy areas, some sand, some dirt for digging? Have you varied

the materials--some metal--some wood--some concrete--some rubber? Personally, we prefer unpainted surfaces. Brightly painted tires or culverts look good at first but remember if you choose to paint them, you will be buying into a long-term maintenance program. All wood needs to be pressure treated lumber so that it will not deteriorate, and it weathers beautifully.

The road dirt on tires wears off pretty quickly with use and with rain, so before you know it the black gook is gone. A word of warning on tires--watch out for steel splinters on steel belted tires. Eliminate any tire with exposed steel threads. Also remember to drill large holes for drainage. Some new tires are self-sealing so the hole must be sufficiently large to stay open. Without drainage, tires become mosquito havens.

Getting It Altogether

Now that your playground is designed, it's time to put it together. If you can afford to have your equipment professionally built and placed, you are fortunate. There are many excellent, creative structures from which to choose; but if you are like most of us, "do-it-yourself" is the name of the game.

A project the magnitude of a playground takes lots of help and lots of resources. Your best resource group is generally your parent group. Parents usually enjoy even hard manual labor for the benefit of their children. Be enthusiastic and share the plans with them and let them catch the excitement of creating a lovely new outdoor classroom. (Actually I think it's an advantage to do it yourself because you really get to know the parents as you work together.) Generally you will find someone with contacts for securing free materials (poles, tires, sand, chips, or pinestraw, etc.) and someone with access to machinery such as a backhoe or an auger.

Organizing the Work Party

Before you call a parent volunteer day, be sure you have all of your plans together and all of the materials and machinery secured. We've found it works best to have a core crew of 3 or 4 people, each working on a specific structure or section of the yard, and who is thoroughly familiar with how to do that portion of work so that they can each use a team of volunteers to accomplish the task. If only one person is "in-the-know" you lose valuable man-hours with willing parents.

All Over but the Shouting!

Once the playground is complete and the children enthusiastically use it, your calluses, blisters and sore muscles are all worth it! Enjoy the children's joy!

CREATING PLAYGROUNDS

If your playground is carefully designed, it really can be an extension of the indoor learning space. That's where the skill of the teacher comes to play. Capitalize on the outdoor environment and large muscle development opportunities while the children are outside. The outdoor classroom requires just as much supervision as the indoor classroom and it is also a marvelous place for teacher/child interaction. This is not to suggest that outdoor playtime become regimented and tightly controlled, not by any means; but hopefully the adults who are experiencing the space with children will be tuned into the multitude of learning experiences that are there.

Check Points

While playground equipment for group use is designed to be durable, it is not indestructible. Be sure to make regular checks of nuts and bolts, condition of tires, drainage, soft surfaces under climbers and jumping areas, wear on climbing ropes and rope swings, wear on chains, etc.

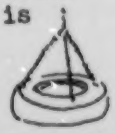
Summing It Up

Playgrounds aren't tough to build, but it does take:

1) knowledge of children and their play
2) imagination and creativity
3) careful planning
4) structural skill (or someone who knows how to put things together sturdily)
5) lots of public relations
6) lots of cooperation and group effort
7) Patience! and Persistence!

Ideas for Homemade Equipment

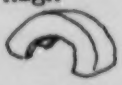
Tire Swing - hung horizontally it is easier for young children to hold on and it will easily accommodate 3 children. Run a loop of steel cable inside the tire and connect one end of the S-hook to the cable and the other end to the rope or chain. One end of the S-hook is inside the tire and the other end is outside the tire.



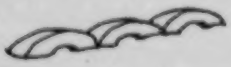
Off-Set Tires - connect tires and lay the structure flat on the ground. Stabilize the end tires.

Tire Hill - Stack and bolt the tires together.
Remember to use washers when bolting tires together.

Verticle Tires - tires can be set singly, in a pattern for obstacles, low enough to use as hurdles or high enough to climb inside or use as a slide.



Sandpile, Garden or Digging Area Borders - either flat or horizontal.



Bases - if tires are buried deep with only the tip of the tire showing, the erosion problem is not as great.

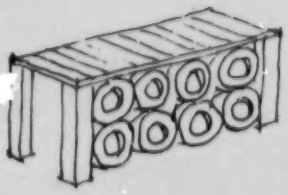
Targets

Pole Climber

Suspended Group Swing

Tire Dome

Climbing Tires - combine with another structure.



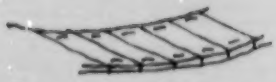
Rope - think of weathering ability, texture and vandalism. Sisal tends to be harder on hands than manila.

Knotted Rope

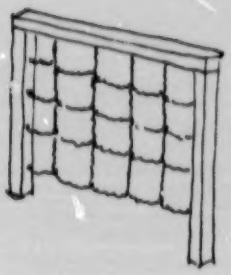
Flat Swing - Rope and Disc

Rope Ladder - rope and dowels

Rope Bridge - rope and boards



Cargo Net - commercial or hand-tied



Pressure Treated Wood Structures

If you are going to build wooden structures outside, you are better off in the long run to purchase pressure treated wood which will withstand the weather. If you use regular wood, your efforts will have to be duplicated in a few years.

Climbers and Forts - All kinds of climbers and forts can be built with a variety of levels and which can include a number of different ways to get up and down. Poles, cargo nets, ladders, inclined planes, steps, knotted ropes and tires can all be used as a means to ascend or descend the structure.

It is much better to leave the structure a "nothing" than to build a particular structure. If you stick with basic structures the children can use their imaginations and change it from day to day--or moment to moment. A rocket is a rocket--but a basic play structure can be a hospital, a house, a hotel, a jail, a space ship, a grocery, or whatever suits the children's fantasy.

Balance Beams - portable, made from 2 x 4's. Can be changed from the broad side to the narrow side. Permanent balance beams can be made from pressure treated posts or utility poles.

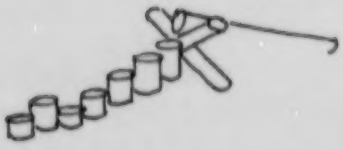
Utility Poles

Be aware of creosote problems and use care not to use poles with heavy creosote where children will have direct contact with the pole. Be careful to choose poles which have not been heavily splintered. Spikes used for climbing the poles often result in dangerous splintering. Poles are ideal for supporting structures.

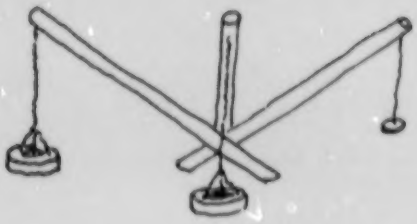
CREATING PLAYGROUNDS

Clusters

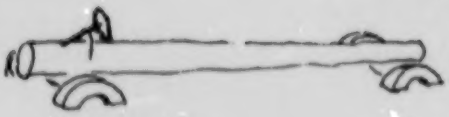
Climber and Inclined Plane



Swing Structures



Bus (preferrable a skinned log)



Pipe and PVC Pipe

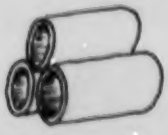
Soccer goals, overhand ladders, parallel bars, chinning bars, and scaling walls or fences can be built from pipes. Frequently we have found that you may be better off to purchase ready-made steel pipe structures.

Concrete Culverts

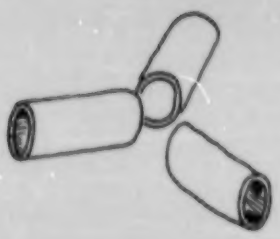
Be sure to chip off rough places and smooth the edges by applying mortar. Check previous use made of the used culverts and make sure it would be safe for the children.

Fox Holes

Pyramids



Tunnels (any configuration)



Slide

On-Grade Slide

An on-grade slide is suitable if there is a natural hill. The slide is on ground level and there is no way to fall off! Dig out slightly and lay a trough of concrete. Then embed galvanized slide into wet concrete. "T"'s need to be welded to the underneath part of the slide and set into the wet concrete to help stabilize the slide.

Hoola Hoops

These can be made by cutting $\frac{1}{2}$ inch PVC pipe into lengths and coupling the ends with a coupler. The length of pipe will depend upon the desired circumference. (C = 3.14 x diameter)

BIBLIOGRAPHY

Irwin County Board of Education, Project HOPE, Title III, Every Child a Winner: With Improvised Physical Education Equipment. Atlanta, GA: Publications and Information Services, Division of Business Services, Office of Department Staff Services, Georgia Department of Education, 1973.

NOTES

on

PLAY AND PLAYGROUNDS

SECOND ANNUAL EARLY CHILDHOOD INSTITUTE

CAUSES AND IDENTIFICATION OF HANDICAPPING CONDITIONS (Ages 0-5)

by

Wendy Hayek
Educational Specialist
Multi-Handicapped and Early Childhood
Colquitt County Program for Exceptional Children

Cooperative Extension Service/Rural Development Center

I. Mental Retardation-less than 5% of a normal population, determined by standardized test scores-I.Q. 75 or lower
   A. Mild MR 75-50
      Moderate MR 50-40
      Severe MR 40-25
      Profound MR 25 and lower
   B. Causes of Mental Retardation
      1. Infection and intoxication
      2. Trauma or Physical Agent
      3. Metabolism or Nutrition
      4. Gross Brain Damage or Disease
      5. Unknown Prenatal Influence
      6. Chromosomal Abnormality
      7. Gestational disorders
      8. Retardation following psychiatric disorder
      9. Environmental influences
      10. Heredity
   C. Characteristics of Mental Retardation
      1. Short attention span-easily distracted
      2. Poor Memory-short term
      3. Expressive and receptive language problems
      4. Poor Academic Achievement
      5. Poor Social Adjustment-maladaptive behavior

II. Learning Disabilities-less than 5% of a normal population-determined by standardized test scores
   A. Normal I.Q. of 75 and above, however a severe discrepancy between measured potential and actual achievement
      1. There is academic retardation (underachievement)

2. An uneven pattern of development
3. Possible central nervous system (CNS) dysfunction

B. Causes of Learning Disabilities
1. Brain injury
2. Abnormal development of brain
3. Chromosomal irregularity
4. Genetics
5. Environment

C. Characteristics of Learning Disabilities
1. Hyperactivity
2. Perceptual-motor impairments
3. Emotional lability
4. General Coordination Deficits
5. Attention deficits
6. Impulsivity
7. Disorders of memory and thinking
8. Specific academic problems
9. Speech/hearing problems
10. Neurological and EEG irregularities

III. Emotionally Disturbed-behavior that goes to an extreme, a chronic condition, one that is unacceptable because of social expectations

A. Description in Public Law 94-142
1. An inability to learn which cannot be explained by intellectual, sensory, or health factors
2. An inability to build or maintain satisfactory relationships with children and adults
3. Inappropriate types of behavior or feelings under normal circumstances
4. A general pervasive mood of unhappiness or depression
5. A tendency to develop physical symptoms or fears associated with personal or school problems

B. Types of disorders range from mild (neurosis) to severe (psychosis)
1. Conduct disorder
2. Anxiety-withdrawal
3. Socialized aggression
4. Immaturity

C. Causes are usually combined/unknown
1. Biological disorders and diseases
2. Pathological family relationships
3. Undesirable experiences at school

D. Characteristics of Severe and Profound
1. Lack of daily living skills
2. Perceptual Deviations
3. Cognitive Deficits
4. Unrelatedness to Other People
5. Language and Speech Deviations
6. Self-stimulation
7. Self-injurious behavior
8. Aggression toward others

IV. Speech and Language Disorders
- A. Speech disorders include Phonological (2-3%) articulation disorders, voice disorders (3-5%), ones associated with orofacial defects (0.1%), ones associated with speech flow and disarthria (1%)
- B. Language disorders include absence of verbal language development, qualitatively different language, delayed language, or interrupted language development
- C. Causes of Speech and Language Disorders
  1. Biological factors
  2. Misuse or abuse of voice
  3. Physical abnormalities
  4. Learning faulty habits
  5. Brain injury

V. Hearing Impaired-measured on an audiometer in decibels-those with losses of 90 dB or greater are deaf (.075%), those with less loss are hearing impaired (0.5%)
- A. Age of onset-prenatally or congenitally deaf, or adventitiously deaf-(more specific-prelingual or postlingual)
- B. Kinds and causes of hearing impairments-Sensorineural-inner ear, conductive-outer ear and middle ear
  1. Outer ear-a. atresia, b. foreign objects, c. external otitis tumors, d. build up of cerumen (ear wax), e. perforation of eardrum
  2. Middle ear- a. otitus media (infection), b. serous otitis media (allergies), c. otosclerosis (heredity), d. tumors, e. trauma, f. congenitally deaf
  3. Inner ear- a. dysacusis-sensorineural impairments-distortion of sounds; b. problems of balance, vertigo, and tinnitus, c. 25-50% childhood deafness heredity, d. viral infections, e. bacterial infections, f. blows to head, g. anoxia, h. prenatal infections, i. side effects of antibiotics, j. noise induced
- C. Characteristics
  1. Delayed speech and language
  2. Impaired intellectual ability
  3. Poor academic achievement
  4. Different Social Adjustment

VI. Visually Impaired-Legal and Educational definitions
- A. Legally blind-(1.5%-.5%) visual acuity 20/200 or less in better eye with correction or whose field of vision is no greater than 20°. Partially sighted-acuity between 20/70 and 20/200
- B. Educationally blind-(0.1%) so impaired that they must be taught to read by Braille or aural methods-partially sighted-can read print with aid of magnification device or enlarged print
- C. Causes-birth disorders (64%), disease, excess oxygen at birth, brain damage, trauma, tumor

VII. Physically Handicapped- 0.5% of population-half have cerebral palsy and other crippling conditions, half have chronic health problems or diseases
- A. Neurological Impairments-focal or diffuse-brain or spinal

cord-muscular weakness or paralysis, sometimes seizures

1. Cerebral Palsy-not contagious or progressive-no remissions Usually occurs due to brain damage at birth or immediately before or after. Causes same as for any brain damage (0.15%)
   a. Classified according to which extremities are involved
   b. Classified by type of motor disability
2. Convulsive Disorders (.5-1%)-seizures-epilepsy-caused by brain damage
   a. lesions or tumors cause symptomatic epilepsy
   b. unknown factors cause ideopathic epilepsy
   c. grand mal, petit mal, status epilepticus, focal
   d. controlled by drugs, often normal I.Q.
3. Spina Bifida (0.02%)- congenital midline defect with failure of spinal column to close-anywhere between head and hips-spinal cord may protrude-damage and paralysis-sometimes accompanied by hydrocephalus
4. Poliomyelitis-almost totally eliminated
5. Multiple Sclerosis-chronic, slowly progressive disease of central nervous system
6. Other rare diseases, disorders, hereditary syndromes and accidents cause neurological impairments

B. Musculoskeletal Conditions-Muscular dystrophy and arthritis, clubfoot, scoliosis, osteomyelitis, osteogenesis imperfecta

C. Congenital Malformations -3% of live births-circulatory system, joints, extremities, head and face. Caused by genetics, damaged parental chromosones due to radiation, virus, bacteria, drugs (Thalidomide, alchohol)

D. Accidents and Other Physical Conditions-More children die in accidents than all other childhood diseases combined
   1. Battered Child Syndrome
   2. Cystic Fibrosis, diabetes, Nephrosis and Nephritis, Sickle Cell Anemia, Hemophilia, Rheumatic Fever, Tuberculosis, Cancer

NOTES

on

CAUSES AND IDENTIFICATION OF HANDICAPPED CONDITIONS (AGES 0-5)

SECOND ANNUAL EARLY CHILDHOOD INSTITUTE

CHILD ABUSE AND NEGLECT

by

Rodney Griffin
Tift County Director
Family and Children Services

Alice Jarnagin
Case Work Supervisor
Family and Children Services

Cooperative Extension Service/Rural Development Center

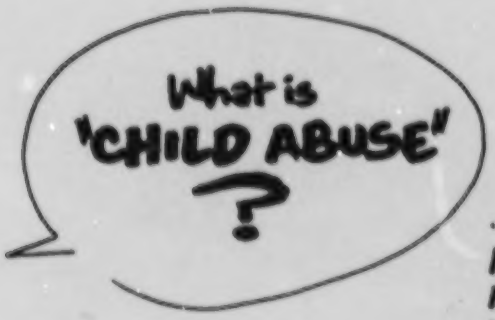
Child protective services are specialized social services for children who are neglected, abused, or exploited. The services have the purpose to help parents recognize and fulfill their parental roles more adequately. The focus of these services is preventative, rehabilitative, and non-punitive with efforts directed toward identifying and treating the underlying causes of neglect, abuse or exploitation. In the event rehabilitative efforts are not successful and home conditions pose serious or hazardous consequences for the child, appropriate action may be initiated, either with parental cooperation and consent or through petition to the court, to obtain substitute care for the child.

The following pages tell some things everyone should know about child abuse--common signs of child abuse and a copy of Georgia law pertaining to child abuse and neglect.

Child abuse happens often and its effects are severe. It is estimated that as many as a million cases of abuse or neglect happen each year. We now know that child abuse is a symptom that can be treated successfully--it can be eased, prevented or the cause cured. But first, more people have to understand and care. The abused child and family can't help themselves--abuse is a vicious circle usually passed on from generation to generation. They want to be helped, and <u>can</u> be! To break the abuse circle, the community and YOU <u>must</u> become aware of how serious the problem is . . .

Child Abuse and Neglect

. . . and DO something about it.



...it's **REPEATED MISTREATMENT** or **NEGLECT** of a child by parent(s) or other guardian resulting in **INJURY** or **HARM.**

Child abuse may be--

PHYSICAL
- shaking, beating, burning; failure to provide the necessities of life (e.g., adequate food).

EMOTIONAL
- failure to provide warmth, attention, supervision, normal living experiences.

VERBAL
- excessive yelling, belittling, teasing.

SEXUAL
- incest, other indecent sexual activity in the family.

Child abuse can
HAPPEN ANYWHERE--

- In poor, middle-class, well-to-do homes
- In rural areas, suburbs, cities
- Involving one or both parents

Source: A SCRIPTOGRAPHIC BOOKLET by CHANNING L. BETE CO., INC., South Deerfield, MA 01373 U.S.A.
© 1976 All rights reserved
Tel. (800) 628-7733 1981 Edition 1845F-5-80

COMMON SIGNS of child abuse

REPEATED INJURIES

– bruises, welts, burns

Parents may seem unconcerned, deny that anything is wrong, or give unlikely explanations.

NEGLECTED APPEARANCE

Neglected children often are badly nourished, inadequately clothed; are left alone or are wandering at all hours; always seem as if nobody cares. (Sometimes, though, overneatness may be a sign of abuse.)

DISRUPTIVE BEHAVIOR

Very aggressive, negative behavior constantly repeated can signal a desperate need for attention and help.

PASSIVE, WITHDRAWN BEHAVIOR

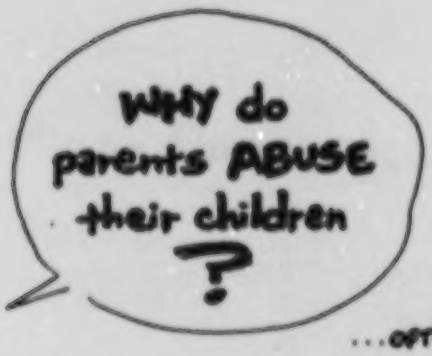
When children are excessively shy and friendless, it may indicate that there are serious problems at home.

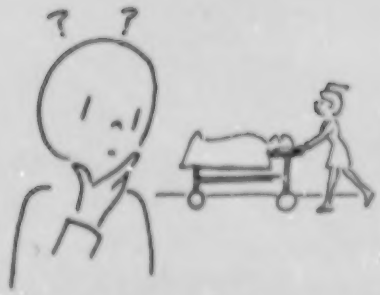
PARENTS WHO ARE "SUPER-CRITICAL"

Critical parents who discipline their children frequently and severely may begin to abuse when their unrealistic standards are not met.

FAMILIES THAT ARE EXTREMELY ISOLATED

Parents who don't share in school or community activities and resent friendly contacts may be distrustful of people, afraid of their help.





...OFTEN, it's in REACTION to past or present such as--

IMMATURITY

Very young, insecure parents often can't understand child's behavior and needs.

UNREALISTIC EXPECTATIONS

Parents expect children to behave "like adults" at all stages of development.

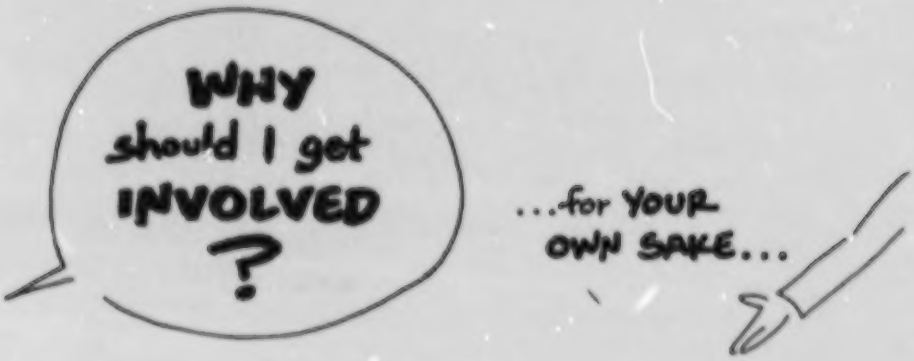
LACK OF "PARENTING" KNOWLEDGE

Parents don't know the various stages of child development, how to raise a child. Parents have no "models" of successful family relationships from which to learn.

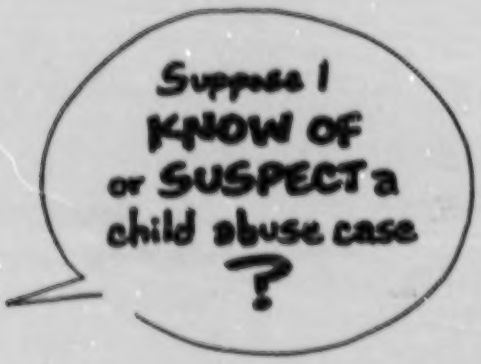
SOCIAL ISOLATION

There are no friends or family to help with the heavy demands of small children.

EVERY PARENT has the potential to abuse a child at some time


WHY should I get INVOLVED ?
...for YOUR OWN SAKE...

Child abuse is a tragedy that AFFECTS US ALL
A SOCIAL BURDEN
Permanent mental or physical damage caused by child abuse can rob a person of the ability to be an independent, productive citizen.
WELFARE DEPARTMENT
A LEGAL BURDEN
Crime, delinquency, drug and alcohol addiction, etc., often result when a person has been mistreated as a child.



You have a **MORAL**, and in some cases, a **LEGAL RESPONSIBILITY*** to see that child abuse is reported to the people who can help.

By law, you cannot be prosecuted for doing so in good faith.

First, be sure you **KNOW THE FACTS** --then **ACT!**

• BE A FRIEND

Often an abusive parent needs someone to talk to for advice and support. Do your best to offer a sympathetic ear and to suggest services (social, medical, etc.) that can help.

• CONTACT LOCAL SERVICE AGENCIES

For example:

- LOCAL CHILDREN'S PROTECTIVE SERVICES
- CHILD ABUSE HOTLINE (now operating in some areas)
- LOCAL WELFARE DEPARTMENT
- LOCAL SOCIAL SERVICE AGENCY
- PUBLIC HEALTH AUTHORITIES
- SCHOOL NURSE OR COUNSELING DEPARTMENT
- POLICE
- HOSPITAL (in an emergency)

* People who <u>must</u> report child abuse vary from state to state – usually they include physicians, dentists, police, school counselors and teachers, nurses, etc.

SO WHAT?

Child abuse is a symptom of PARENTAL PROBLEMS

- It won't go away if ignored
- It can't be treated by punishing the parents.

For the sake of the children and their parents--

- LEARN the facts about child abuse: causes, treatment.
- HELP abused victims and their parents with your time, resources, understanding.
- SUPPORT legal and social efforts to combat child abuse.

--and REPORT CHILD ABUSE when you see it.

This year, there will be thousands of cases of child abuse--so NOW IS THE TIME TO ACT!

GEORGIA LAW PERTAINING TO CHILD ABUSE AND NEGLECT

Parent and Child. Additional Identification and Reporting Procedures for Abused Children, Etc.

GEORGIA CODE SECTION 74-111

"(a) **Reports By Physicians, Treating Personnel, Institutions And Others.** Any physician, including any doctor of medicine licensed to practice under Chapter 84-9 of the Code of Georgia of 1933, as amended, licensed osteopathic physician, intern, resident, all other hospital or medical personnel, dentist, psychologist, podiatrist, nursing personnel, social work personnel, school teachers and administrators, school guidance counselors, child care personnel, day care personnel or law enforcement personnel having reasonable cause to believe that a child under the age of eighteen has had physical injury or injuries inflicted upon him other than by accidental means by a parent or caretaker, or has been neglected or exploited by a parent or caretaker, or has been sexually assaulted or sexually exploited, shall report or cause reports to be made in accordance with the provisions of this section: provided, however, that when the attendance of the reporting person with respect to a child is pursuant to the performance of services as a member of the staff of a hospital, school, social agency or similar facility, he shall notify the person in charge of the facility or his designated delegate who shall report or cause reports to be made in accordance with the provisions of this section."

"**Any Other Person** who believes that a child has had physical injury or injuries inflicted upon him other than by accidental means by a parent or caretaker, or has been neglected or exploited by a parent or caretaker, or has been sexually assaulted, may report or cause reports to be made in accordance with the provisions of this Code Section.

"**For Purposes Of This Subsection** (a), A child is sexually exploited when the child's parent or caretaker allows, permits, encourages, or requires such child to engage in prostitution, as defined in Code Section 26-2012, as now or hereafter amended, or allows, or permits, encourages, or requires such child to engage in sexually explicit conduct for the purpose of producing any visual or print medium depicting such conduct, as defined in an Act approved April 10, 1978 (Ga. Laws 1978, p. 2193), as now or hereafter amended."

"**(b) Nature And Content Of Report**, to whom made. An oral report shall be made as soon as possible by telephone or otherwise, and followed by a report in writing, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or District Attorney. If a report of child abuse, sexual assault, or sexual exploitation is made to said child welfare agency or independently discovered by said agency and said agency has reasonable cause to believe such

BEST COPY AVAILABLE

BEST COPY AVAILABLE

report is true, then said agency shall immediately notify the appropriate police authority or District Attorney. Such reports shall contain the name and address of the child and his parents or caretakers, if known, the child's age, the nature and extent of the child's injuries (including any evidence or previous injuries), and any other information that the reporting person believes might be helpful in establishing the cause of the injuries and the identity of the perpetrator. Photographs of the child's injuries to be used as documentation in support of allegations by hospital staff, physician, law enforcement personnel, school official or staff of legally mandated public or private child protective agencies may be taken without the permission of the child's parent or guardian. Provided, however, that any photograph taken pursuant to this Code Section shall be taken in a manner which shall not reveal the identity of the subject and such photograph shall be made available as soon as possible to the child welfare agency providing protective services and to the appropriate police authority."

"(c) **Immunity From Liability**. Any person or persons, partnership, firm, corporation, association, hospital or other entity participating in the making of said report or causing said report to be made to a child welfare agency providing protective services or an appropriate police authority pursuant to the provisions of this section or any other law, or participating in any judicial proceeding or any other proceeding resulting therefrom, shall in so doing be immune from any liability, civil or criminal, that might otherwise be incurred or imposed, providing such participation pursuant to this Section or any other law shall be made in good faith. Any person making a report, whether required by this Section or not, shall be immune from liability as herein provided.

(d) **Sanctions For Failure To Report**. Any person or official required by this Code Section to report a suspected case of child abuse who knowingly and willfully fails to do so shall be guilty of a misdemeanor and upon conviction thereof shall be punished as for a misdemeanor.

(e) **Purpose**. The purpose of this Section is to provide for the protection of children whose health and welfare are adversely affected and further threatened by the conduct of those responsible for their care and protection. This is often manifest by the infliction other than by accidental means, of physical injury requiring the attention of a physician. It is intended that the mandatory reporting of such cases will cause the protective services of the state to be brought to bear on the situation in an effort to prevent further abuses, protect and enhance the welfare of these children, and preserve family life wherever possible. This section shall be liberally construed so as to carry out the purposes thereof."

This Code as amended was signed into law April 8, 1981.

NOTES

on

CHILD ABUSE AND NEGLECT

ART FOR EARLY CHILDHOOD (Preschool-Age 3)

by

Gene Harper
Coordinator of Fine Arts
Thomas County School System

Cooperative Extension Service/Rural Development Center

THE TEN MOST WANTED LIST

There are "dangerous characters" lurking about in the labyrinth of halls and rooms of the schools in this country. They are masquerading as teachers, supervisors, and administrators. These people are wanted. We want to find and rehabilitate them before further damage is done. Among those known to be hiding are:

Number One - In-The-Dark-Dan

Dan did not prepare himself well in college. He did not learn the importance of creativity in a child's development. Dan is not aware of the developmental stages that all children go through in their artistic growth. He can not tell which stage children are in by observing individual characteristics. Dan hides this lack of knowledge by denying children opportunities in the visual arts. He ignores the fact that all people have a creative impulse, and that outlets for this type of expression are vital to a child's total development and psychological well-being. Dan is often heard to say, "Art is not important, it's a frill. We need to get back to the basics."

Dan has accomplices. They are: His college provided him with two instructors in the arts. The first was a "professional student" with many degrees who had never worked with children. The second was a studio major who had Dan spend the entire semester oil painting. Dan's college failed to provide him with the background to be successful as a teacher

His school system knew his weakness but failed to help by providing counseling, in-service workshops, staff development classes, and demonstration lessons.

The Ten Most Wanted List

His community preferred to cut back tax millage rather than provide adequate staff and materials to support the arts.

Number Two - Dodie Dull
Dodie does not motivate her students for creative art experiences. Instead of using films, visuals, field trips, and class discussions to create excitement and enthusiasm, she passed out materials and says, "Do what you want to." She cautions and threatens about making a mess, and uses the art period to grade papers and fill out her attendance register. Dodie frustrates her students by allowing them to muddle around with materials without proper motivation and guidance.

Number Three - Purple Picture Patti alias Run-It-Off-Ruth
Patti knows that the use of patterns, molds, kits, and mereographed pictures are detrimental to a child's creative growth. She knows that allowing students to use coloring books is busy work that denies the reasoning and thinking process to function. Patti suffers from first degree laziness and would much rather pass out "purple art" than plan and prepare for creative art experiences. Children in this class are not allowed to think, create, and become problem solvers.

Number Four - Dick Dictate
Dick places too much emphasis on the finished product. He is not aware that the learning process is of greater importance than the appearance of the final result. He directs all activities step-by-step to ensure all projects meeting his personal goals. Dick sometimes works on a child's work to make it more prefect, and judges his student's efforts by adult standards.

Number Five - Lose It Lucy
Lucy fails to plan ahead, secure the needed supplies, and provide activities for early finishers. Children wait in line for materials, use supplies which do not work properly, and attempt activities without adequate procedural instructions. Lucy can not distinguish between good and bad classroom noise. She allows students to tease, ridicule, and get out of control. Lucy contributes to the delinquency of minors.

Number Six - Apple Polishing Ann
Ann is very insecure about her job. She has to teach two more years until hubby gets out of graduate school. She wants to impress the principal and parents by displaying her student's good work. She does not display Bob's drawing because it is messy and Jill's because a corner was torn. She works on a child's work to make it prettier and allows tracing from books for neater results. She is sure that this neat work will impress parents and superiors, (unfortunately she is right in most cases) needless to say Bob's and Jill's parents are not impressed. Ann is guilty of destroying good self-concepts and reinforcing the all too familiar idea of, "I CAN'T."

The Ten Most Wanted List

Number Seven - Red Pencil Ray
Ray spends most of his time testing and grading. Ray ignores the fact that childrens' art should not, and can not, be graded. Since Ray has no possible basis for comparing and evaluating, he simply chooses what he likes best. Ray is guilty of putting red graffiti on personal property.

Number Eight - Pete Compete
Pete says, "life is competitive, we must compete to survive; its a jungle out there." He serves as chairman of the Merchant's Association Poster Contest. This contest gives cash prizes for three winners, and usually has over three hundred entrants each year. Pete enjoys seeing the happiness of the three winners but has failed to notice the confusion and disappointment of the 297 losers. When Pete is questioned about the judging, he says, "It was very fair, the honorable John C. Doe made the selection and he should know art, after all he has a print by Van Gogh in his office." Pete is guilty of creating a losing, defeatist attitude in children.

Number Nine and Ten - Caring Cal and Capable Carol
Cal and Carol knew when entering their teacher training program that one of their duties would be to teach art. They studied, they observed, and worked with children when possible. They knew the characteristics of each developmental stage. They knew what materials and activities to introduce at each stage. Cal and Carol knew that establishing a good classroom environment was a must for good art experiences. They planned ahead, prepared materials properly, arranged the room for easy access to supplies, and planned activities for early finishers. They used many methods to motivate and excite students about each activity and gave good clear procedural instructions. They used the art period to encourage, guide, and teach. Cal and Carol allow students to work in a variety of ways and praise all that give an honest effort. Criticism is never allowed, and all work is displayed without preferring one child's work above others.

All stereotyped activities, such as purple sheets, kits, molds, and patterns are banned from the classroom. They enjoy the interaction of children and know that this is good noise. They realize that good teaching improves the final product but put greater emphasis on the process of obtaining the end result. Cal and Carol never dictate the final result, work on a child's work, or attempt to place numerical grades on art work. Competition is not allowed in the classroom, and children are encouraged to avoid contests that offer prize money. Carol and Cal are wanted; wanted by students, parents, and administrators; wanted to teach their children.

References

Lowenfeld, Viktor Creative and Mental Growth. New York: Macmillan Publishing Co., Inc., (1970).

NOTES
on
ART FOR EARLY CHILDHOOD (PRESCHOOL-AGE 3)

SECOND ANNUAL EARLY CHILDHOOD INSTITUTE

MATH READINESS ACTIVITIES FOR AGES 3-5
(Work Jobs II)

by

Susan Beger
Director
Koinonia Child Development Center
Americus, Georgia

Cooperative Extension Service/Rural Development Center

Math is recognizing and using patterns. We experience patterns visually, auditorially, and physically. Math is understanding systematic sequences (patterns) that help us solve problems.

Math is also sorting and classifying. This ability encourages the growth of clear and logical thinking. We can help children to sort objects by their common attribute, to focus on one property that they share.

And of course, math is counting, recognizing numbers, and writing numbers. The process of counting as seen by a child is different than seen by an adult. There is no reason why 5 is before 6. It is simply an arbitrary order he/she must learn. There is nothing to understand. Rote counting is a string of words that must be memorized. Often we see children that can recite the numbers 1-10 in order, but cannot count four objects. They haven't had enough time and practice to count real objects.

This past year, the Koinonia Child Development Center has used the concepts and games from WorkJobs II. We have found it a great guide for us.

I. The Games

The book describes in detail how to make them. No number is permanently put on the games. Each game can be set up for the needs of each child. Many actual objects are included in each game for much practice. The counters feel good to touch! The games are time consuming to make, indestructible, inexpensive, bright and shiny.

II. Find Out What the Child Knows

a. What numbers can the child name? Write numbers in random order on paper and ask the child to name them. Record answer.
b. How far can the child count using one to one correspondence? Have small piles of buttons and have the child count them. Record highest number she/he can count without error.
Each child then has an envelope with his/her numbers to use with the games.

III. The Development of Number Concepts

a. Concept Level: At this stage the child needs LOTS of practice just counting objects over and over. Greater time spent at these tasks will provide a firm foundation for later mathematical concepts. Let the child count! In this way he/she will have a real understanding of what the number 5 means. Trying to teach the number 5 by showing the number on a piece of paper will not get at the concept of the number 5. In fact, some theories suggest that presenting the paper and pencil 5 before letting the child experience counting 5 objects may interfere with the learning of the concept of 5. Most children will be at this level in the day care years. Do not push the child to the next stage.

b. Connecting Level: When the child counts 5 objects the number 5 is shown with the task. No writing is required. With these games the child can work on his/her particular numbers. When the child can recognize all numbers and count 10 objects, she/he can begin on easy addition cards, with no sum expected.

c. Symbolic Level: The child writes numbers, equations, totals. These are primary school tasks.

IV. Writing the Numbers

Teach children to write numbers using their sense of touch. Use salt trays, writing in the air, on their hands, on each others backs; sandpaper numbers, sew the numbers, glue objects on the shape of the number, make cookies and pretzels in number shapes, finger paint numbers, number in sand and mud and dirt. Lastly, use paper and pencil.

We highly recommend WorkJobs II by Mary Baratta-Lorton. $9.00 for teachers from:

Addison Wesley
120 Interstate N. Parkway E.
Atlanta, GA

Make a sheet like this for each child. Point to each number and ask, "What number is this?" Circle the ones he/she knows.

6 9

7 2

1 5 8

3 4

Put real buttons in piles. Ask the child to count the piles. Listen and watch. Record the highest number he/she can count without error.

3 buttons

5 buttons

7 buttons

10 buttons

Make a class record of counting ability (after the button "test") Sample:

Work on 1:1 correspondance

Erin
Jesse
David

Knows counting to 4

Sara	Bobby
Keisha	Calvin
Renée	Shanika

Knows counting to 6

Jeffrey
Peter
Mary Anne
Cheryl

Knows counting to 10

Emily	Jennifer
Eric	Kyle
Elaine	

NOTES

on

MATH READINESS ACTIVITIES FOR AGES 3-5
(WORK JOBS II)

SECOND ANNUAL EARLY CHILDHOOD INSTITUTE

BRINGING OUT THE BEST IN YOUR STAFF

by

Dr. Bill Thomas
Extension Marketing Economist
Cooperative Extension Service

Cooperative Extension Service/Rural Development Center

STYLES OF SUPERVISION

There are a number of approaches that can be made to bring out the best in your staff. Contingent upon numerous variables, differing styles of supervision will have varying degrees of impact. Some of the more commonly found supervisory styles can be characterized as follows:

Autocratic Supervision

A number of traits are typically exhibited by the autocratic supervisor: they include providing complete structure, expecting stringent work performance, bestowing uniform rewards and punishments, and being concerned primarily with the completion of the task. The autocractic supervisor makes the basic assumption that subordinates are best dealt with in terms of power, and consequently directs little energy toward formal interpersonal processing. Often he further assumes that an employee will not work to his full capacity unless pushed, or forced, by a superior. He turns answers into absolutes, and discourages discussion or questions. After completion of the task at hand, he views productivity as the bottom line--regardless of the needs of employees.

Democratic Supervision

Participation is the key concept of the democratic supervisor. He seeks input either from all individuals affected by a decision, or from key personnel who represent a wide spectrum of interests. Although he rarely achieves a consensus concerning any one directive, his intent is to foster a sense of involvement and investment by facilitating discussion among employees. He directly supervises subordinates in a coop-

erative environment in which a sharing of resources is established. The democratic supervisor develops a closely knit group of co-workers participating together in determining and establishing the objectives for evaluation and methods of implementation. He takes a more assertive role, however, when time constraints prevent the complete canvassing of personnel, or if unacceptable decisions have been generated by his staff.

Facilitative Supervision

For the facilitative supervisor the enhancement of self-responsibility and self-growth becomes equal partners with productivity. Rather than directing in the usual sense, he functions as a catalyst. He assumes that employees are generally capable of effective problem-solving, initiative, responsible experimentation, and originality; to facilitate these traits he tries not to get in the way of, or to stifle, subordinates. The facilitative supervisor makes evaluation of performance a joint process in which he encourages and assists the employee in developing self-appraisal mechanisms. He believes that the attitudes, thoughts, feelings, ideas, values, and perceptions of the individual are of significant importance. During problem-solving his style of supervision often merges with elements of democratic supervision: he encourages the employee to become a self-advocate in meeting both personal and professional needs.

Objective-seeking Supervision

The term objective refers to this supervisor's primary function--the evaluation of the task at hand. In contrast to the autocratic supervisor, he views his supervisory relationship in terms not of his degree of professional and personal control, but rather of the completion of given objectives. To determine the effectiveness of personnel, he uses performance appraisals, check sheets, direct observations, diagnostic tests, rating scales, and other nonpersonal methods of evaluation. In his supervision by objective he strives for efficiency through measurable, documentable results, and places only secondary emphasis upon personal variables. After quantifiable expectations are agreed upon, he accomplishes feedback through the sharing of tests or evaluation reports. He then bases reinforcement and punishment upon the documented information.

Crisis Supervision

With the assumption that the work force is best left alone unless conflict or decreased productivity occurs, the crisis supervisor spends the majority of his time putting out fires. He makes little direct contact with personnel unless absolutely required to. This type of approach is often referred to as absentee supervision. He assumes that his employees are generally efficient, hardworking, responsible, and capable of functioning independently. He takes on the role of mediator only when necessary, and places primary emphasis upon keeping things peaceful. Feedback is given only on occasions

either of extraordinary work performance or of unusually poor productivity. The crisis supervisor generally has little need to control others; but he has a relatively high need to be liked, or at least appreciated, by his subordinates.

Common Denominator

In this beief listing of supervisory styles, it becomes apparent that the concept of supervision can differ widely. The common denominator, however, becomes the task of carrying out the administrative workload of the organization in the most effective method possible. It all too often goes unrecognized that it is people who make up an organization as well as its aims and directives; it must be acknowledged and accepted that the needs of the individuals who make up that organization are as essential to effective management as are the task needs of the organization itself.

CASE #1
THE POOR ATTITUDE DILEMMA

The Case: A supervisor with six years' experience is informed that she will be responsible for overseeing a new department. Of the four new employees she is to supervise, one is labeled as having a poor attitude. While reading through this employee's personnel file, she finds that various reviews describe such behaviors as numerous confrontations with peers and management, tardiness, average work performance, occasional complaints of rudeness with clients, and a very bad temper. On her first meeting with this employee, the supervisor attempts to establish a friendly working relationship by letting her subordinate know that she is there to assist him in any way possible and that she hopes their relationship will be a productive one. Her response is minimal, indicating that she has little investment in her or the company. As the supervisor discovers, management has a special interest in this employee because her brother-in-law has extensive political connections. During the past nine years, because of these connections, other supervisors have been either afraid to fire her or reluctant ever to give her a low evaluation appraisal. Two weeks later another subordinate comes to the supervisor and informs her that the employee in question is spreading rumors about her professional competence and her ability to work with people. What would you do?

Options: _____

_____

_____

_____

_____

Recommended Options: _____

_____

_____

_____

_____

CASE #2
THE SHOWDOWN

The Case: For three months tension has been building between two teachers, Carol and Debbie, who happen to be under the direction of the same supervisor. Apparently Carol is quite resentful of Debbie's promotion into a position that she feel she deserves. Twice there are confrontations between the two in front of the other employees. After the second confrontation, the supervisor informs both of them that unless they resolve the problems between them, there will be serious consequences. Two weeks later, Debbie comes to the supervisor demanding that he do something about the situation. During the course of the conversation, Debbie begins to blame the supervisor for his lack of leadership in intervening in the conflict. Debbie feels that it is the supervisor's responsibility to assist employees in difficult situations; she demands some action immediately, or she will go to "higher levels." How would you react?

Options: _____

_____

_____

_____

_____

Recommended Options: _____

_____

_____

_____

_____

MCGREGOR'S THEORY X-THEORY Y MODEL

The first acquaintance with "X" and "Y" for many of us was as unknowns in Algebra I. During the decade of the sixties "X" and "Y" took on

some additional meanings for readers in the behavioral sciences and contemporary management thinking.

In 1960, Douglas McGregor published his The Human Side of Enterprise. This was to be a major force in the application of behavioral science to management's attempts to improve productivity in organizations. McGregor was trying to stimulate people to examine the reasons underlying the way they tried to influence human activity, particularly at work. He saw management thinking and activity as based on two very different sets of assumptions about people. These sets of assumptions, called X and Y, have come to be applied to management styles; e.g., an individual is a theory X manager or a theory Y manager.

McGregor looked at the various approaches to managing people in organizations--not only industrial organizations but others as well--services, schools, and public agencies and concluded that the styles or approaches to management used by people in positions of authority could be examined and understood in light of those manager's assumptions about people. He suggested that a manager's effectiveness or ineffectiveness lay in the very subtle, frequently unconscious effects of these assumptions on his attempts to manage or influence others.

As he looked at the behaviors, structures, systems, and policies set up in some organizations, he found them contrary to information coming out of research at that time: information about human behavior and the behavior of people at work. It appeared that management was based on ways of looking at people that did not agree with what behavioral scientists knew and were learning about people as they went about their work in some, or perhaps most organizations.

Theory X

The traditional view of man, widely held, was labeled "X" and seemed to be based on the following set of assumptions:

1. The average human being has an inherent dislike for work and will avoid it if he can.

2. Because of this human characteristic of dislike for work, most people must be coerced, controlled, directed, or threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.

3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all.

Of course, these assumptions aren't set out or stated, but if we examine how organizations are structured and policies, procedures, and work rules established, we can see them operating. Job responsibilities are closely spelled out, goals are imposed without individual employee involvement or consideration, reward is contingent on working

within the system, and punishment falls on those who deviate from the rules as established. These factors all influence how people respond, but the underlying assumptions or reasons for them are seldom tested or even recognized as assumptions. The fact is that most people act as if their beliefs about human nature were correct and require no study or checking.

This set of assumptions about people may result in very contrasting styles of management. We may see a "hard" or a "soft" approach to managing, but both approaches will be based on these ideas set out above. One theory "X" manager may drive his men at their work because he thinks that they are lazy and that this is the only way to get things done. Another may look at his men in the same way, but he may think the way to get lazy people to work is to be nice to them, to coax productive activity out of them.

This view of man was characteristic of the first half of the twentieth century, which had seen the effects of Frederick Taylor's scientific management school of thought. His focus had been on man as an aspect of the productive cycle much like that of a piece of machinery, and it had allowed for advances in productivity. Yet it was out of this managerial climate that tended to view man as an interchangeable part of a machine—as a machine element that was set in motion by the application of external forces—that the "human relations" view grew and the behavioral science school developed.

I must hasten to add that the application of understandings of human behavior from the behavioral sciences is not an extension of the human relations focus of the 1940's and 1950's. These two grew up separately. One might construe that the human relations view of handling people prevalent at that time was manipulative and merely a "soft" theory "X" approach.

Theory Y

Another view of man not necessarily the opposite extreme of "X" was called theory "Y". This set of assumptions about the nature of man which influenced manager behaviors is set out below.

1. The expenditure of physical and mental effort in work is as natural as play or rest.

2. External control and threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-control in the service of objectives to which he is committed.

3. Commitment to objectives is dependent on rewards associated with their achievement. The most important rewards are those that satisfy needs for self-respect and personal improvement.

4. The average human being learns, under proper conditions, not only to accept, but to seek responsibility.

5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems in widely, not narrowly, distributed in the population.

6. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

It is important to realize that this is not a soft approach to managing human endeavor. Examined closely it can be seen as a very demanding style: it sets high standards for all and expects people to reach for them. It is not only hard on the employee who may not have had any prior experience with the managerial behaviors resulting from these assumptions, but it also demands a very different way of acting from the supervisor or manager who has grown up under at least some of the theory X influences in our culture. While we can intellectually understand and agree with some of these ideas, it is far more difficult to put them into practice. Risk-taking is necessary on the part of the manager, for he must allow employees or subordinates to experiment with activities for which he may feel they do not presently have the capability. The learning and growth resulting from this opportunity may handsomely reward the risk.

The focus of a Y manager is on man as a growing, developing, learning being, while an X manager views man as static, fully developed, and capable of little change. A theory X manager sets the parameters of his employees' achievements by determining their potentialities in light of negative assumptions. A theory Y manager allows his people to test the limits of their capabilities and uses errors for learning better ways of operating rather than as clubs for forcing submission to the system. He structures work so that an employee can have a sense of accomplishment and personal growth. The motivation comes from the work itself and provides a much more powerful incentive than the "externals" of theory X.

A suggestion for your consideration is to make the same assumptions about others that you make about yourself, and then act in the appropriate manner. You might be pleasantly surprised.

REFERENCES:

McGregor, Douglas. The Human Side of Enterprise. New York: McGraw-Hill, 1961.

McGregor, Douglas. (Edited by Bennis, Warren G. and McGregor, Caroline.) The Professional Manager. New York: McGraw-Hill, 1967.

SUPERVISORY ATTITUDES: THE X-Y SCALE*

The theory underlying this scale is explained briefly in the Theory X-Theory Y lecturette in section III. The intent is to use the X-Y Scale to introduce the McGregor theory by having the respondent think about his own style first.

Five steps can be incorporated into the use of the X-Y Scale:

1. Have trainees complete Part I of the scale.
2. Give a brief lecturette on the Theory X-Theory Y formulation.
3. Have trainees complete Part II.
4. Score Part I and illustrate how trainees locate themselves on the scale using that score.
5. Lead a discussion of the results, comparing discrepancies between self-perception and more specific data at Part I.

Scoring instructions: Items 4 and 10 are worded so that the scoring is reversed from that of the other eight items. For items 1-3 and 5-9 the scoring is done like this:

Do	Tend to do	Tend to Avoid	Avoid
1	2	3	4

The appropriate number is written beside the check mark, and these are summed. (For items 4 and 10 the scale is 4,3,2, and 1). This score is located on the scale in Part II and is a crude index of the extent to which the respondent's assumptions match those of the two theories.

---

*The X-Y scale was adapted from an instrument developed by Robert N. Ford of AT&T fro in-houre training of supervisors. Ten items were taken from the longer instrument, and the selection was based upon their application to a wide variety of training enterprises.

SUPERVISORY ATTITUDES: THE X-Y SCALE

Name _____

Group _____

Part I

Directions: The following are various types of behavior which a supervisor (manager, leader) may engage in relation to subordinates. Read each item carefully and then put a check mark in one of the columns to indicate what you would do.

If I were the supervisor, I would:	Make a Great Effort to Do This	Tend to Do This	Tend to Avoid Doing This	Make a Great Effort to Avoid This
1. Closely supervise my subordinates in order to get better work from them.				
2. Set the goals and objectives for my subordinates and sell them on the merits of my plans.				
3. Set up controls to assure that my subordinates are getting the job done.				
4. Encourage my subordinates to set their own goals and objectives.				
5. Make sure that my subordinates' work is planned out for them.				
6. Check with my subordinates daily to see if they need any help.				
7. Step in as soon as reports indicate that the job is slipping.				
8. Push my people to meet schedules if necessary.				
9. Have frequent meetings to keep in touch with what is going on.				
10. Allow subordinates to make important decisions.				

Part II

Directions: Read the descriptions of the two theories of leadership below. Think about your own attitudes toward subordinates, and locate on the scale below where you think you are in reference to these sets of assumptions.

Theory X Assumptions

1. The average human being has an inherent dislike of work and will avoid it if he can.

2. Because of this human characteristic of dislike for work, most people must be coerced, controlled, directed, and threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.

3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all.

Theory Y Assumptions

1. The expenditure of physical and mental effort in work is as natural as play or rest.

2. External control and the threat of punishment are not the only means of bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.

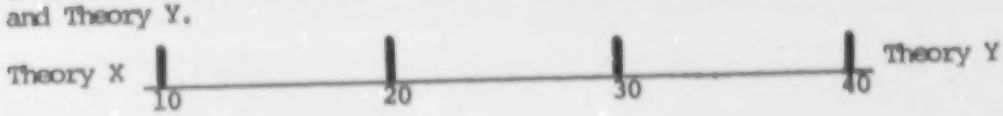
3. Commitment to objectives is a function of the rewards associated with their achievement.

4. The average human being learns under proper conditions not only to accept but also to seek responsibility.

5. The capacity to exercise a high degree of imagination, ingenuity and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.

6. Under the conditions of modern industrial life the intellectual potentialities of the average human being are only partially utilized.

Indicate on the scale below where you would classify your own basic attitudes toward your subordinates in terms of McGregor's Theory X and Theory Y.



NOTES

on

BRINGING OUT THE BEST IN YOUR STAFF

SECOND ANNUAL EARLY CHILDHOOD INSTITUTE

CREATIVE FOOD EXPERIENCES FOR CHILDREN

by

Ruth Gordon
Nutrition Educational Specialist
Georgia Board of Education

Cooperative Extension Service/Rural Development Center

Numerous factors must be considered in planning menus for early childhood programs. These include:

1. Nutritional needs of the child
2. Food habits of the child
3. Budget allowance for food expenses
4. Parental satisfaction with food served
5. Staff acceptance of food served
6. Cooking skills of available staff
7. Available equipment in the kitchen
8. Purchasing skill of the staff

Each factor must be addressed if the food and nutrition program is to be successful. Often menus include only foods that children will eat. Although this approach appears cost effective, it does little to introduce a wide variety of foods. Childhood experiences must foster a positive attitude toward food. A menu-planning system which involves children, parents and staff will help to achieve this goal.

The menu interprets the child's nutritional needs into specific foods that will be served together as a meal. The Child Care Food Program's (CCFP) meal pattern provides a useful guideline for any institution serving meals to children. Special attention should be given to the child's need for calcium, iron, vitamin A and vitamin C, as these nutrients are frequently deficient in the child's diet. The CCFP meal pattern varies, amounts based upon the age

and appetite of the child. Another useful rule of thumb for organizations not funded by USDA programs, is to allow one tablespoon of food for each year of age. This rule applies up to age four. A good menu also has appropriate combinations of texture, flavor, shapes, colors, and temperature.

Well-planned cycle menus can be developed for repeated use over a period of time. Cycle menus for each season of the year are recommended. If you plan an odd number of days, it will prevent serving the same food on the same day of the week. Use of cycle menus have several advantages:

1. Less time required for menu planning
2. Records of expenses provided
3. Less time needed for ordering food
4. Fewer deliveries required for staple items
5. Timing of schedules improved
6. Preparation skill of workers improved

Menus, or at least the main dish, should be precosted. Substitutions can be made if an item is found to be too costly.

Once menus are planned, they should be evaluated to see if they have met all of the recommended guidelines. A checklist which can be used in this evaluation process is included as a handout. Observations of plate waste can help you determine foods for which to plan nutrition education activities.

---

[1]Endres, J.B. and Rockwell, R.E. Food, Nutrition, and the Young Child. St. Louis: C.V. Mosby Co., 1980

[2]Gordon, R. Basic Nutrition and Nutrition Education: A Course in Child Care for Vocational/Technical Schools.

[3]Gordon, R. and Cantrell, S. Food Production and Service: A Course in Child Care for Vocational/Technical Schools. Atlanta: Georgia State University, 1982

A Daily Food Guide

SOME CHOICES FOR THRIFTY FAMILIES

EVERY DAY EAT FOODS FROM EACH OF THE FOUR FOOD GROUPS

Milk Group

2 OR MORE SERVINGS

Meat Group

2 OR MORE SERVINGS

Vegetable-Fruit Group

4 OR MORE SERVINGS

Bread-Cereal Group

(WHOLE GRAIN OR ENRICHED)

4 OR MORE SERVINGS

CHOOSE EXTRA SERVINGS
FROM THE FOUR FOOD GROUPS AND,
AS NEEDED, OTHER FOODS SUCH AS BUTTER OR MARGARINE,
SALAD DRESSINGS AND OILS, AND JAMS AND JELLIES
TO ROUND OUT MEALS.

U.S. DEPARTMENT OF AGRICULTURE • FOOD AND NUTRITION SERVICE • AGRICULTURAL RESEARCH SERVICE • SLIGHTLY REVISED NOVEMBER 1978 • PNR 13

BEST COPY AVAILABLE

How to Count Daily Servings

FOLLOW THE FOOD GUIDE EVERY DAY!

Milk Group

COUNT AS A SERVING 1 CUP OF MILK

CHEESE CAN BE USED IN PLACE OF MILK PART OF THE TIME

1 OUNCE CHEESE = MILK

COUNT MILK YOU DRINK AND MILK IN FOOD YOU EAT

MILK = MILK

THIS CHART SHOWS THE NUMBER OF SERVINGS EACH DAY FOR:

CHILDREN UNDER 9	2 TO 3
CHILDREN 9-12	3 OR MORE
TEENAGERS	4 OR MORE
ADULTS	2 OR MORE
PREGNANT WOMEN	3 OR MORE
NURSING MOTHERS	4 OR MORE

Meat Group

2 OR MORE SERVINGS

COUNT AS A SERVING:* 2 OUNCES OF COOKED LEAN MEAT, POULTRY, OR FISH, SUCH AS —

A PIECE OF FISH — A HAMBURGER PATTY — 2 LARGE CHICKEN WINGS

YOU CAN USE IN PLACE OF ½ SERVING OF MEAT:

OR 2 TABLESPOONS PEANUT BUTTER

OR 1 OUNCE CHEESE

OR 1 EGG

Vegetable-Fruit Group

4 OR MORE SERVINGS

COUNT AS A SERVING:*

OR 1 PORTION, SUCH AS —

½ CUP VEGETABLE OR FRUIT JUICE OR COOKED

OR — OR

Bread-Cereal Group

(WHOLE GRAIN OR ENRICHED)

4 OR MORE SERVINGS

COUNT AS A SERVING:

OR — OR

FLAKES OR PUFFED

OR

OR ½ TO ¾ CUP OF COOKED

* SERVING SIZES MAY BE SMALLER FOR YOUNG CHILDREN

† WHERE CHEESE IS USED IN PLACE OF MEAT, IT CANNOT BE USED IN PLACE OF MILK. (SEE MILK GROUP)

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 Price 35¢ ea. $2.75 per 100's

76

BEST COPY AVAILABLE

FOOD AS CHILDREN SEE IT

"Meal times can be happy times--if we remember to look at food from a child's point of view."

Dr. Miriam E. Lovenberg

THE CHILD

1. Try to take the child's point of view.
2. Remember that children have sensitive taste buds.
3. Let the child decide how much to eat. Don't force him
4. Don't worry about the table manners of very young children.
5. Remember children prefer lightly seasoned food.
6. Recognize that each child is an individual, with personal likes and dislikes.

   Study the child to learn how he prefers his foods cooked.
8. Enliven mealtime atmosphere with surprises, such as fruit hidden in custard.
9. Let children enjoy particular food "jags"--that is, eating one food only for a time.
10. Encourage children to relax just before eating, for quiet play or rest helps a child's appetite.
11. Set a good example for your child.
12. Keep mealtime conversation happy and cheerful.

BEST COPY AVAILABLE

THE FOOD

1. Use lots of finger foods.
2. Keep foods simple.
3. When preparing foods, remove those parts that are hard to chew.
4. Serve colorful food items, with lots of eye appeal.
5. Serve a good variety of foods.
6. Keep helpings small and let the child ask for more. When possible, let children serve themselves.
7. Allow for wide variations in quantity of food eaten from time to time.
8. In menu planning, use foods of complementing flavors.
9. Serve spoon-eaten or fork-eaten foods in small bites, easy to pick up.
10. Supply needed nutrients in well-liked substitute items where the child refuses the customary source foods.
11. Serve foods from each of the Basic 4 Food Groups everyday.
12. Cook most vegetables quickly and in very little water. (Exception: use lots of water to cook "smelly" vegetables.
13. Serve raw fruits and vegetables frequently.
14. Introduce new foods in small amounts, one at a time.
15. Allow between-meal snacks, but not to the point where they interfere with regular meals.

LIST OF MAIN DISHES

Ground Beef Base

Tacos
Spaghetti
Spanish Rice
Hamburger
Cheeseburger
Meat Loaf
Chili
Hamburger-Noodle Casserole
Sloppy Joe
Lasagna

Beef Base

Beef Stew
Beef and Noodles/Rice
Beef Vegetable Soup
Roast Beef

Poultry Base

Chicken/Rice Casserole
Fried Chicken
Chicken Salad
Chicken and Salad
Roast Turkey
Chicken/Turkey Pot Pie
Creamed Chicken/Turkey
Baked Chicken
Barbeque Chicken

Pork Base

Grilled Ham Sandwich
Baked Ham
Pork Chops
Pork Barbeque

Other

Deviled Egg
Cheese Sandwich
Macaroni and Cheese
Cheese Omelet
Cottage Cheese
Fried Chicken
Fish Burger
Corn Dogs
Hot Dogs
Chili Dogs
Pig 'n Blanket
Sauteed Liver
Chicken Livers
Bologna
Peanut Butter Sandwich
Black-eye Peas
Baked Beans
Lima Beans
Tuna-Noodle Casserole
Tuna Salad
Salmon
Pimento Cheese Sandwich

HOW TO PLAN MENUS

1. Set aside a definite time for menu planning.
2. Select a quiet place.
3. Collect all materials needed.
4. Prepare an inventory or list of foods on hand.
5. Review previous menus used recently.
6. Consider use of seasonal and plentiful foods.
7. Be aware of current prices.
8. Decide [illegible] day of the week that the menu should begin.
9. Decide the number of days the menu will cover.
10. Follow the established meal pattern.
11. Use a menu planning form.
12. Consider budget, staff workload, available equipment, the children's preferences and nutritional needs.
13. Plan the menus by meals.

    A. Lunches - complete in this order:

    - Meat or meat alternate
    - Vegetables and/or fruit
    - Breads and/or cereals
    - Milk
    - Simple dessert (if not using fruit)

    B. Breakfasts - complete in this order:

    - Breads and/or cereals
    - Vegetables and/or fruits
    - Milk
    - Occasional meat or substitute

    C. Snacks

14. Include a variety of foods and preparations methods.
15. Evaluate menus.
16. Follow menus but be flexible.

Menu Planning Checklist
For Child Care

Meal Pattern:	Yes	No
1. Does the menu contain all the foods recommended or required by the meal pattern guidelines?	____	____
2. Does the menu contain a good to excellent source of Vitamin C daily?	____	____
3. Does the menu contain a good to excellent source of Vitamin A every other day?	____	____
4. Have full strength natural juices been included?	____	____
5. Do the meals include milk?	____	____
Nutritional Adequacy:		
6. Does the menu meet the Basic Four for nutritional adequacy?	____	____
7. Is there a large variety of foods?	____	____
8. Is any one food item or flavor repeated too frequently during a meal or week?	____	____
9. Do the menus contain mainly starch food items? (i.e., corn, potatoes, dried beans and peas, rice, noodles, macaroni?)	____	____
10. Are foods high in sugar (ex., pies, sugar-coated cereals, etc.) absent from the menu?	____	____
Adaption for Children:		
11. Does the menu contain foods which are well-liked by the children?	____	____
12. Are foods which are easily eaten by children included (i.e., finger foods)?	____	____
13. Is there at least one new food on the menu each week? (i.e., a food which is generally unfamiliar to a majority of the children.)	____	____

		Yes	No
14.	Are foods kept in simple forms? (i.e., not too many casseroles and combination dishes?)	____	____
15.	Are foods kept lightly seasoned? (i.e., avoidance of many highly spiced and seasoned foods.)	____	____
16.	Is the food served in interesting ways?	____	____
17.	Have raw and cooked fruits and vegetables been included in the menu?	____	____
	Other Menu-Planning Considerations:		
18.	Have hot and cold foods been included?	____	____
19.	Is there a variety of colors?	____	____
20.	Is there a variety of flavors?	____	____
21.	Is there a variety of textures?	____	____
22.	Is there variety in shapes and forms?	____	____
23.	Are ethnic and cultural foods included in the menu?	____	____
24.	Are seasonal foods included in the menu?	____	____
25.	Can the menu be prepared in a reasonable amount of time?	____	____
26.	Can these foods be prepared with personnel available?	____	____
27.	Is sufficient equipment available for food preparation?	____	____
28.	Can you afford to serve the menus you have planned?	____	____

NOTES

on

CREATIVE FOOD EXPERIENCES FOR CHILDREN

82

SECOND ANNUAL EARLY CHILDHOOD INSTITUTE

MANAGEMENT AND ADMINISTRATION OF CHILD CARE FACILITIES PARTS I AND II

by

Bill Thomas
Extension Marketing Economist
Cooperative Extension Service

Cooperative Extension Service/Rural Development Center

The forms on the following pages are supplied for discussion purposes.

* COMMUNITY DAY CARE ASSOCIATION

NAME: _____ DATE: _____

CENTER: _____ DIRECTOR: _____

EVALUATION OF TEACHER

Indicate evaluation by using numbers 1 through 5: 5 means high, appropriate, or very good; 3 average; and 1 low, inappropriate, or poor in that particular characteristic.

PERSONAL QUALITIES

1. _____ Friendly, warm.
2. _____ Appearance: dress, posture.
3. _____ Speech and voice: Clear and well modulated.
4. _____ Tact and courtesy: Observes social conventions; Tolerant and considerate of others.
5. _____ Displays a sense of humor.
6. _____ Dependable.
7. _____ Self-confident.
8. _____ Enthusiastic about teaching.
9. _____ Expresses a desire to learn
10. _____ Ability to evaluate self.
11. _____ Profits by criticism.

ASSUMING RESPONSIBILITIES

12. _____ Is independent in assuming responsibility.
13. _____ Adjusts temperature, light, and ventilation.
14. _____ Achieves efficient and satisfactory arrangement of playroom and play yard.
15. _____ Is flexible in planning program for children.
16. _____ Plans activities to enrich the lives of children according to their level of development.
17. _____ Overall planning for program activities.
18. _____ Daily preparation for program activities.
19. _____ Discusses pertinent problems with director.

* Form reprinted from U.S. Department of HEW, Office of Child Development, Day Care Administration, USGPO

WORKING WITH CHILDREN

20. _____ Creates a warm and accepting environment.
21. _____ Likes children; shows a real enjoyment of them.
22. _____ Recognizes when children are happy and relaxed.
23. _____ Enjoys humorous incidents with children. Seems to enjoy laughing with them.
24. _____ Understands children on their own level.
25. _____ Accepts each child as he is.
26. _____ Recognizes that each child is a sensitive, thinking individual and treats him accordingly.
27. _____ Shows awareness of progress or lack of it in a child's behavior.
28. _____ Relates easily to children.
29. _____ Impartial in dealing with children.
30. _____ Aware of differing moods of children, adjusts standards for them at times when they are fatigued, irritated, overstimulated, etc.
31. _____ Uses different, though consistent, methods in dealing with different children.
32. _____ Is imaginative and creative.
33. _____ Is resourceful in a practical way, has common sense.
34. _____ Uses positive approach.
35. _____ Helps children accept limitations.
36. _____ Makes suggestions without antagonizing.
37. _____ Does not overstimulate or cause tension in children.
38. _____ Removes distracting influences.
39. _____ Alert to total group, even when dealing with a part of it.
40. _____ Remains controlled in startling or difficult situations.
41. _____ Encourages and guides the expression of feelings.
42. _____ Assists children in gaining confidence.
43. _____ Treats the child's possessions and projects with care.
44. _____ Gives children opportunity for manipulating various kinds of creative materials.
45. _____ Guidance of children in group relationships.

46. _____ Explains relations between a child's individual rights and group rights.
47. _____ Guidance of activities according to group needs and interests.
48. _____ Guidance of children in developing motor coordination.
49. _____ Guidance in music experiences.
50. _____ Guidance in story and language experiences.
51. _____ Guidance in science experiences.
52. _____ Guidance in use of creative materials.
53. _____ Guidance in toileting routine.
54. _____ Guidance in resting.
55. _____ Guidance in eating experiences.

WORKING WITH ADULTS

56. _____ Is interested in people, thinks in terms of helping them rather than criticizing.
57. _____ Cooperates well with adults.
58. _____ Is considerate of activities of other adults.
59. _____ Welcomes new ideas, flexibility as shown by willingness to consider new ideas.
60. _____ Maintains high standards of professional ethics in regard to children and staff.
61. _____ Realizes that situations cannot always be handled in the home as they are at school.
62. _____ Attitude in working with parents is cooperative.

SPECIFIC STRENGTH OF TEACHER:

SPECIFIC LIMITATIONS OF TEACHER:

CTHER COMMENTS:

NOTES

on

MANAGEMENT ADMINISTRATION OF CHILD CARE FACILITIES
PARTS I and II

SECOND ANNUAL EARLY CHILDHOOD INSTITUTE

MUSICAL MOVEMENT FOR LEARNING (Ages 3-9)

by

Juanita Shippey
Educational Consultant
Cleveland, Georgia

Cooperative Extension Service/Rural Development Center

In working with preschool programs through grade three, I was unable to find appropriate movements, rhythms, rhymes, and songs concerning themes I desired and needed. Especially ones children respond favorably to and learn particular concepts from in a relaxed, organized educational atmosphere. This also took large amounts of time to search for appropriate material when planning and scheduling. Each time lesson plan time came, I wondered why someone had not compiled some fingertip musical movements which would utilize necessary themes and ones children could easily do and learn. In observing children, I began to notice they loved the old Mother Goose Nursery Rhymes. So the thought struck me, "Why not help develop and use something children already like?"

In working with adults and studying their programs, I found they knew the importance of music for children; yet, they often felt uncomfortable in this area. There is such a vast amount of material unfamiliar to them they often felt overwhelmed. With this in mind I began to collect and develop KIDS ACTION SONGS, with the purpose in mind to organize and suggest teaching procedures that could be utilized in promoting specific curriculum skills.

What is it that has made the MOTHER GOOSE RHYMES last and remain so important to our young children? Perhaps it is because they are full of rhythm, rhymes, repetition, and a very short musical scale. Just think about some of them you have sung for years. They ARE simple and children

relate well to simplicity. Also, if the role of education is to equip the individual with the knowledge, insight and skill that will help him adapt to his environment and to society, he needs to use themes of his environment. The child also needs to practice. Thorndike's law states, "The principle of readiness partly determines how the law of effect will operate." This implies that "practice makes perfect." We learn by practice and repitition. If a child receives the same information in at least three ways, using at least three of the senses at least one way should reach the brain. We are aware that all children do not learn the same way. It has become obvious that all children do not learn to read phonetically. Therefore, if a child is taught to learn to read in this manner, he is going to have a disability in reading which will carry over into other areas of learning. But, if the same child were taught in another manner, most likely it would fit and he would respond. We as educators need to be very aware of this and teach to ALL of our students. A simple example of teaching the same material in at least three different ways would be: Learning the colors--for example, learning the color RED. "My pencil is red--do you see anything else in the room that is red? Does it match the color of my pencil? I have several colors of paper. Jane, can you tell me which color paper is red? What color do you have in your hand now, Jane?" Jane's response is "red." Students have three color markers at their tables. Teacher asks students to pick the red marker and write on their paper with the red marker as she writes the word red on the board. Next, sing a song such as "This is the way we spell the color Red." By teaching the color red in this manner, at least one of the ways should penetrate the brain in its proper hemisphere, if not by all of them. Maria Montessori claimed that the more ways information is sent to the brain, the easier and better the material is learned.

In most classroom experiences, the body is not given a chance to stimulate and learn with our minds. The body used with the mind can help stress problem solving, discovery and concept learning. Body movement was used long before man developed a verbal or written language. If used properly, one can use it to stress curriculum such as phonics, numbers, seasons, people, social studies, and many other aspects of learning. Not only will students learn the classroom material, but will retain it longer, improve learning receptiveness and enjoy learning.

In conclusion, musical movement for learning is based upon the senses approach to education, with activities geared to emphasize concepts and skills which are essential to physical and mental development, and educational development in general. I discovered that if I could get the children to

listen, then and only then were they able to follow complete directions. If they were unable to follow the directions, naturally there would be a breakdown in learning. Motivation was a key factor in my early programs and all those following. With proper motivational experiences, materials, space, time, encouragement and evaluation, they would be inspired with the desire to discover, explore, and to know more about themselves, others and their world. Jerome Bruner's oft-quoted proposition, "The foundations of any subject may be taught to anybody at any age in some form," seems appropriate to using Musical movement for learning.

Musical Movement for Learning

REFERENCES:

Bruner, Jerome S., "The Functions of Teaching," in William C. Morse and G. Max Wingo, Readings in Educational Psychology, Scott, Foresman, 1962, pp. 162-169.

Hymes, James L.: The Child Under Six. Englewood Cliffs, New Jersey, Prentice-Hall.

Read, Katherine H., The Nursery School; W. B. Saunders Co. Philadelphia.

Thorndike, E.L., et al.: Adult Learning. New York, The MacMillan Co.

Watson, John B., Behaviorism. W.W. Norton & Co., Inc., New York.

NOTES

on

MUSICAL MOVEMENT FOR LEARNING (AGES 3-9)

PLEASE NOTE . . .

. . . information contained herein is for educational purposes only. Reference to commercial products or trade names is made with the understanding no discrimination is intended and no endorsement by the Cooperative Extension Service is implied.

ADDITIONAL COPIES . . .

. . . of these proceedings may be purchased for $5.00 each. Requests should include a check made payable to and mailed to:

CHILDHOOD INSTITUTE/RDC
P. O. BOX 1209
TIFTON GA 31793

The Cooperative Extension Service, a unit of the University of Georgia College of Agriculture, offers educational programs, assistance and materials to all people without regard to race, color or national origin.

AN EQUAL OPPORTUNITY EMPLOYER